

**AUTHENTIC ACTIVITY, PERCEIVED VALUES AND
STUDENT ENGAGEMENT IN AN EFL COMPOSITION COURSE**

MODULE 1

**PART 1:
AN INITIAL COURSE STUDY**

**PART 2:
AN INITIAL THEORETICAL FRAMEWORK**

By

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ABSTRACT

Part 1 introduces an informal study of an IT-based EFL writing course structured around authentic learning and teaching principles that took place at a private Japanese university in 2002. It was not my initial intention to study the course, but student reactions at the time were such that I was compelled to collect as much data about the course as I could to understand what was happening. The information in Part 1 represents what I understood about authentic learning and teaching principles and Self-determination Theory at that time and how my students responded to the course learning environment that I modeled upon them. The purpose of presenting this study retrospectively is to illustrate the conditions from which this modular PhD inquiry into “Authentic activity, perceived values and student engagement in an EFL composition course” emerged. Discussion will include the makeup of and rationale for the course, the underlying theoretical principles and concepts involved in its design, observations and insights gained about student attitudes and engagement during the course, and, questions formulated from the course experiences that inspired and informed the pursuit of this modular PhD inquiry.

Part 2 provides a description of a basic theoretical framework that emerged from the course experiences described in Part 1. This view of the theoretical framework is provided *post*-study to illustrate the causal impact the course experiences had on the development of my research and theoretical development, and provides a foundation for the framework for research that will take place in modules 2 and 3. Part 2 begins with an introduction that summarizes the conclusions reached in Part 1, (re)introduces the research topic for the larger modular inquiry, and introduces the post-course theoretical framework. Sections 2 and 3 provide outlines of constructivist theories of learner development, explanations of ‘traditional’ and ‘authentic’

learning and teaching approaches, and an overview of Self-determination Theory. Section 4 discusses how these concepts are hypothesized to influence course design and how it impacts on the development of student values toward learning environments and the promotion of more volitional forms of student engagement. Part 2 concludes with a discussion of how these concepts will inform the research that will take place in modules 2 and 3 (as it is now envisioned).

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List of abbreviations

1. Information technology IT
2. English as a foreign language EFL
3. Communicative English CE
4. American Council for the Teaching of Foreign Languages ACTFL
5. Zone of Proximal Development ZPD
6. Self-Determination Theory SDT
7. Bulletin Board System BBS

PART 1: AN INITIAL COURSE STUDY

1 Introduction

This paper gives a retrospective description of my first attempt to apply the constructivist-based concepts of *simulation*, *scaffolding*, and *near-peer collaborative problem solving* to the process of an IT-based EFL writing course. It was not my initial intention to study the effects this approach might produce, but after observing markedly positive changes in student attitudes and engagement, I was compelled to investigate the mechanisms at work in this learning environment. The paper describes the central concepts—as I knew them at the time—and activities that made up this course, and explains how the inspiration for my PhD inquiry emerged from these experiences. I utilize various documentation made at the time to portray my original understanding of key theoretical principles and concepts that informed my development of the course. These theoretical principles will be explained in further detail in Part 2 of this module.

The paper begins by describing the course and the learners that were examined in this study. This is followed by a discussion of the context in which the course took place, the rationale for the course design, and the primary task students were required to complete. Next, I describe the concepts and principles around which I formed the course—simulation, scaffolding, and near-peer collaborative problem solving—as I understood them at the time. I then introduce the general course procedure, and follow this with a findings section in which I discuss my own and my students' thoughts about how the integration of simulation, scaffolding and near-peer collaboration influenced the learning and teaching environment. I conclude with a discussion of hypotheses and implications that I developed at the time, and explain how those ideas emerged into my present line of inquiry. Examples of course

handouts, end-of-semester student self-reports, and a sample student composition are provided in the Appendices. The sample of student work is provided to illustrate the task and is not intended for pre- and post-course comparison of student output.

2 The course and the learners

The course described in this study, *Joho-Eigo Mac* [English Through Macintosh Computers], was one of 6 required courses that made up a coordinated freshman and sophomore Communicative English (CE) program, itself a part of a 4-year Japanese and English business curriculum at a private university in Japan. The overall objective of the CE program was to enable students to confidently participate in international communication (both productively and receptively) with other speakers of English in a wide variety of social and work situations.

Students in the CE program ranged in age from 18 to 21 and, with few exceptions, were products of a primarily teacher-centered, test-oriented national education system. On entering the CE program, students were streamed into 1 of 18 classes of approximately 15 students each according to placement test scores, and where possible gender in an effort at balance. Classes were labeled by letters from A to R, with letter rankings associated with higher-lower proficiency shuffled to mask ability levels among classes (e.g., J class might consist of higher-level students, while A class might consist of lower-level students).

The 6 weekly courses that made up the 2-year CE program consisted of 1 Oral Communication course (approximately 15 students), 3 Oral Communication courses (each consisting of 2 combined classes, or approximately 30 students), and 2 large *Joho-Eigo* courses (3~4 classes combined, or approximately 45~60 students each). The *Joho-Eigo* course

represented in this study was made up of 4 higher-level second-year classes for a total of 20 male and 36 female students. In general, the group of learners possessed ACTFL-scale “intermediate-low” to “intermediate-mid level” English writing skills (Hadley, 1986) and low to intermediate level IT and word processing skills.

Joho-Eigo was a 2-semester 24-week course, which met once a week for 90 minutes for a total of 18 hours of instruction per semester. This study covers the first 12-week semester. The course was conducted in English in a multimedia classroom outfitted with 63 networked G4 Power Macintosh computers running Japanese system software and a Japanese version of MS Word (2003) with English text capability. The general *Joho-Eigo* syllabus maintained that the goal of the course was for learners to use the computer (as a tool) to develop, support, and express increasingly complex ideas and opinions in English (through essays, email, the BBS, and presentations. Teachers were free to work within these core goals when developing their own courses.

While students did receive specific computer skills training in other Japanese-taught computer courses, instruction on basic computer skills necessarily took up a portion of all instructors’ *Joho-Eigo* courses. The students’ need for basic IT skills in order to participate in English activities necessitated the inclusion of this added instruction. To help teachers deal with this, the general *Joho-Eigo* course syllabus guide for teachers was designed to be both simple and flexible. Other than maintaining a primary focus on English content and a secondary supporting focus on IT skills, instructors were free to design their *Joho-Eigo* courses as they saw fit. Some instructors focused on listening skills, others on speaking and presentation, and

still others on writing. My *Joho-Eigo* course focused on the promotion of basic research paper writing skills.

I presented the content of this course to the students as enabling *lifelong learning*, that is as practical information and skills that I felt were transferable to use outside this course (e.g., other English or Japanese business courses, future Japanese or English senior seminar theses, future work situations).

3 The context of the course and rationale for course design

Departmental entrance surveys established that most of the CE students hoped to secure future jobs in which they could use English skills. Many also planned to attend university overseas as part of the institution's study abroad programs. In addition to these English-use situations, all students received yearly orientation guidance informing them of the 2-year seminar (spanning their junior and senior years) requirement in which they would have to write a graduation thesis. Each of these situations would likely require students to possess fundamental skills required to write coherent academic compositions, in either English or Japanese, as a means of communicating competently about issues and opinions related to their field of study with others in the language. However, most of these students were unprepared to accomplish such writing tasks.

Research literature on writing in the Japanese tertiary context reveals how unprepared many students actually are to meet these demands. Cornwell & McKay's (1998) study on academic writing skills in Japan shows that over 75% of Japanese high school graduates possess "little or no experience in producing paragraphs or essays, let alone extended research papers" (16).

The main cause for this lack of ability, according to EFL writing researchers in Japan (see for example, Fujioka, 2001; Hirose, 1998), stems from EFL writing instruction in Japanese high schools, which focuses almost entirely on sentence-level grammar translation and paragraph-level form without attention to larger discourse level features such as rhetorical form and coherence of ideas. After the completion of previous *Joho-Eigo* courses, I found that I was not alone in finding a catalogue of typical problems in so many student English papers. In his article on Asian student writers, Newfields (2003) provides a list of many of these commonly occurring problems: inappropriate genre, superficiality, superfluosity and redundancy, lack of structure, developed stance or balance, lack of critical analysis, lack of rhetorical shaping, errors of logic, plagiarism, or the omission of source citations. Yet despite this state of affairs academic writing skills often receive less priority in many university EFL curriculums, my own included, than do less time- or instructor-intensive oral communication skills or content specific knowledge courses taught in Japanese (Izzo, 2001). This skewed focus on instruction creates a problem for many learners at university—in either Japanese or English courses: At some time in their university careers learners are faced with the requirement to write academic or research papers in order to complete courses, without ever having learned how to do such research or academic writing. Recognizing many of these needs in my own students and in my own institution's curriculum, I decided to develop a differently structured *Joho-Eigo* course, in order to provide students with opportunities to develop some of these writing skills and the attendant functional skills necessary for dealing with such tasks.

The *Joho-Eigo* course that I developed was structured around the following task: Students were expected to spend the entire 14-week semester working with the same partner to produce a 2,000–2,500 word (8-10 page) English *White Paper* (described below). Partners were

required to work together to create their papers, but because of likely differences in opinions and emphasis, each student was required to submit his or her own paper. I modeled the white paper task around a simplified version of an academic research paper, taking into account the learners' general IT skills and oral and written English capabilities. One of the goals of the project was to provide students with a chance to appreciate learning for the sake of personal and practical improvement rather than identifying it with rote task completion for the sake of a numerical or letter grade. Toward this end I explained that the course activities were 'non-graded,' meaning that students would not be receiving weekly or target task grades, nor would there be any tests. Instead, I reiterated throughout the semester that their final 'evaluation' would be based upon their active participation and to the degree that their papers met the publication criteria for the online e-journal, *Working Media Productions* (Cholewinski, 2002) (Appendices 1 & 2) to which they were writing.

I realized that an assignment to produce even a simple research paper in English would be both unusual and demanding for these students, and that they would need much help completing it. My largest concerns were how one teacher could get this help to 56 students in an IT-based classroom, and how to maintain student engagement with the task. At that time, I had become interested in research related to Activity Theory and authentic teaching and learning principles (see for example, Brown, et al., 1989; Lantolf, 2000; Lave, & Wenger, 1991; Murphey, 1998). I was intrigued by their structure and the way in which these ideas had been applied to other learning situations and by the way the learners responded to the concepts. I thought that if I could structure my course around some of these concepts (e.g., simulation, scaffolding, and collaborative problem solving) I might be able to provide a more

interesting and effective environment in which my students and I could work through this task. I was experimenting with these concepts in an informal and superficial way.

Establishing a *simulated* research writing environment at a university might seem odd, as some form of research writing is traditionally part of the university learning culture. Why try to simulate it, then? What I had read about Activity Theory (see for example, Engeström, et al., 1999; Lantolf, 2000) had convinced me that significant differences were likely to exist in learning research writing through traditional decontextualized processes—the end result being the production of a paper for the teacher to see and grade—as opposed to learning research writing by embarking on an extended, self-directed, collaborative, critically-oriented thinking project—the end result being the creation of a product based upon the criteria of a real-world task and which would be consumed by a real-world audience (i.e., the Internet). I thought that by setting up the course as a simulation, in essence a kind of research workshop, I would substitute aspects of the traditional university large-class learning culture, with its emphasis on the reproduction of decontextualized information and grades as indicators of accomplishment, with more holistic forms of student activity. I thought that by altering the learning environment, by making it more real-world (through simulation), I could provide students with a more contextualized learning environment, one centered on a complex open-ended learning task. I hypothesized that this might encourage the emergence of a work environment which would compel learners to collaboratively develop and use practical research, English writing, and IT skills, as well as develop important problem-solving and social skills of the type practicing researchers encounter and develop in real-world situations. I also hypothesized that this kind of learning environment would produce real-world incentives that would in turn promote higher levels of student engagement. I wanted this

experience to appeal to them and challenge them in ways that I thought traditional university learning culture did not. Thus, with students working together in this fashion I thought that one teacher might be able manage a large group of students through this unfamiliar and demanding writing task.

In terms of language goals, I tried to design the parameters of the task to provide learners with opportunities to write logical introductions and conclusions, develop paraphrasing skills, recycle vocabulary, text and structures from source materials, use reported speech, citation forms and transitions, as well as practice fundamentals such as spelling, capitalization, and word choice. I also strove to include such standard process writing goals as drafting, proofing, feedback, and revision in course activities.

To promote the practitioner's context (i.e., apprentice researchers writing for a real journal), I tried from early on to establish and maintain the simulation roles that participants would perform in the course. My role was head researcher as well as journal editor, while learners had the role of apprentice researchers vying for their first real publication. I explained that my role as instructor might seem different from what they were used to in their other more traditionally-styled courses. At this time, I also tried to make clear to the students that this kind of self-directed activity demanded that they largely control and manage their own work pace. The activity also held them responsible for choosing their research partners (pairs only), their research topics, and their workplaces. To satisfy university attendance requirements, the assignment required only that learners check in for the day, afterwards being free to conduct their research wherever they felt necessary (e.g., library, other classrooms). The few students who saw this as an opportunity to escape the teacher-presence in the classroom and not attend

to the course assignment soon realized that the various supports (described below) that the classroom environment provided were important if not necessary for the completion of the assignment.

Other than periodically modeling new content forms and strategies, I (as research instructor/editor) was free to roam the classroom providing support wherever needed. While possessing many outward appearances of a traditional classroom, the *Joho-Eigo* research workshop room was actually a self-directed activity room, one which eventually came to exhibit a unique atmosphere, casual yet active, professional and productive. Student reactions to the activities and classroom environment will be discussed in more detail later in this paper and in future modules.

4 Course principles: Simulation, scaffolding, and near-peer collaborative problem solving

Simulation, scaffolding, and near-peer collaborative problem solving are authentic teaching and learning concepts that are predicated upon Activity Theory-based principles (Leont'ev, 1978; Rogoff, 1990; Wertsch, 1991; Vygotsky, 1986; Bruner, 1975; Lantolf, 2000), which generally posit that learning occurs through the object-oriented mediation of social interaction (Vygotsky, 1986). *Authentic* connotes the type of learning that an individual experiences in real-world experiences, learning that is situated, learner-centered, active, deep, and allows for learners to generate their own understandings (see for example, Newmann, et al., 1995; Biggs, 1979; Lave, & Wenger, 1991; Williams, 1997). I will give brief descriptions of simulation, scaffolding, and near-peer collaborative problem solving below, and will explain later in the paper how they were applied to the course activities.

4.1 Simulation

A simulation is a reproduction of a real situation in which participants are required to work within a given structure or agenda to analyze information about presented problems or issues and learn how to respond appropriately to them (e.g., react to, discuss or solve problems, develop goals or reports). There are essentially two kinds of simulation, mechanically situated simulation (e.g., computer software), and physically situated simulation (e.g., physical role plays). Both types situate learning by generating realistic problems that are at an appropriate level of complexity at which learners can develop solutions. Simulations, because of the situated nature of their makeup, provide learners with a deeper understanding of problems and their solutions than do traditional methods of classroom instruction, with their emphasis on knowledge development that is more decontextualized and theoretically oriented.

4.2 Scaffolding and collaborative problem solving

Cognitive psychology and educational research have identified two important collaborative processes inherent in authentic activity, scaffolding (Wood, 1976; Bruner, 1975) and collaborative problem solving (Wells, 1998). They are similar in that both are premised upon Vygotsky's (1986) concept of the Zone of Proximal Development (ZPD), but there are important differences between the two which informed how I applied them to my *Joho-Eigo* course.

4.2.1 Scaffolding

Donato (1994) states that scaffolding (Figure 1), is a mechanism whereby “in social interaction a knowledgeable participant can create, by means of speech, supportive conditions

in which the novice can participate in, and extend, current skills and knowledge to higher levels of competence” (40).

Rogoff (1990) as cited in Donato (1994) further defines scaffolding by saying that the “metaphor implies the expert’s active stance toward continual revisions of the scaffold in response to the emerging capabilities of the novice” (41).

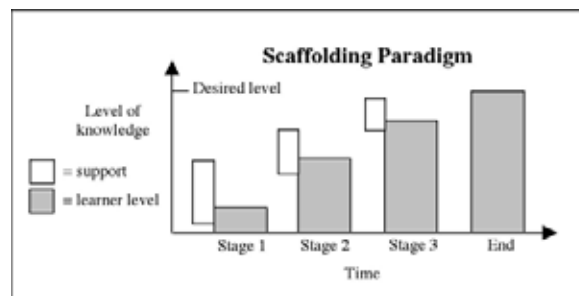


Figure 1: Scaffolding Paradigm

What is implied in these definitions is an understanding that scaffolding is the kind of action typically provided by a teacher or a more knowledgeable other acting in the role of a teacher.

I attempted to follow these definitions when setting up the course by incorporating the following scaffolded features into the course activities. I will discuss each of them in further detail at a later stage in the paper:

- A predetermined topic/theme
- A predetermined report structure
- Staged instruction: focusing on one section of the report at a time
- Modeled instruction: modeling stages of the report or search for resources
- Recursive near-peer problem solving

I also made efforts to extend the scaffolding presented in these activities by participating as the “more knowledgeable other” or “expert” in frequent group and one-to-one discussions

with the learners about various aspects of the main task (e.g., models, formatting concepts, the writing process, language use).

4.2.2 Near-peer collaborative problem solving

My conception of near-peer collaborative problem solving was a hybridization of the ideas of near-peers (Murphey, 1998), collaborative problem solving, and scaffolding. Established and widely-used basic definitions of collaborative problem solving explain it as the type of assistance that learners give to each other as they work jointly toward the completion of a task (Dillenbourg, 1999; Roschelle, 1995).

I saw near-peers in this course as something more than just partners. I developed my concept of near-peers from both Murphey's (1998) *near-peer role models* and Wells' (1998) research on near-peers. Murphey's near-peer role models are individuals who stimulate a greater participation in others through some aspect of their character or ability (a kind of mentoring). Murphey (1998) says "that near-peer role models are perhaps more psychologically attractive to us in that their excellence seems more possible and easy to see and replicate because they are in some ways already very similar to us." In a sense this is based upon the traditional concept of scaffolding (Donato, 1994; Rogoff, 1990) in which on some level there is a clear and overtly recognized division of ability between (types of) novices and experts. It is this difference that is then leveraged by instructors in order to facilitate less-skilled individuals' improvement. The notion of near-peers that I adopted for use with students during the *Joho-Eigo* course was subtly different in that it focused specifically on learners' *similar* social, age-based, and academic abilities, rather than on larger differences in character or skill, emphasizing the "two heads are better than one" factor. I adopted this view for several

reasons. First, all of my previous *Joho-Eigo* courses consisted of a generally homogenous mix of learners possessing lower English and IT ability levels, leading me to believe that learners in this *Joho-Eigo* course would likely be the same. Wells' (1998) claim that there is a general tendency toward smaller discrepancies in the level of expertise between such co-participants in more near-peer collaborative problem solving situations caused me to rethink the effectiveness near-peer activity might have in this type of course. I had found in the past that trying to focus on *differences* between such learners as a means to support learning often raised expectations and affective dissonance between my students, which in turn often increased the likelihood of awkward or generally less productive interactions. However, these previous *Joho-Eigo* teaching experiences had taught me that even learners at these levels did have something to offer to each other, if not skill or inspiration, then at least some kind of support. My observations of previous *Joho-Eigo* students with similar levels working together to complete shorter tasks led me to believe that there was potential for them to do this successfully with a larger task. Though I was experimenting, and did not know if this would actually work, I wanted to use near-peer collaborative problem solving specifically as a scaffolded help structure in the course, but felt that I had to present a concept to students that differed from Rogoff's (1990) and Donato's (1994) and Murphey's definitions of scaffolded interaction.

I thought that by allowing the *Joho-Eigo* students to choose their own partners—rather than doing it for them—they would find more personally compatible near-peers, perhaps with less divisive social, age and academic differences. I hypothesized that working with this kind of near-peer would allow learners to be more comfortable with both marshalling and developing the skills they would need to complete this task. I thought that by deemphasizing the

instructor-driven focus on skill-level differences and letting students find, evaluate, and utilize partner strengths or deal with shortcomings on their own in this workshop environment that they would not only develop skills in the natural manner that real-world peers who collaboratively problem solve do, but that they would also be more likely to successfully complete the task.

5 Procedure

When I introduced my personalized syllabus for the course (Appendix 1), I informed students that their single, semester-long project would consist of creating an English white paper for publication in an online e-journal *Working Media Productions* (Cholewinski, 2002), which I simultaneously introduced via the Internet, OHC, and individual desktop monitors. I explained that they would have to work with the same partner for the entire semester to develop their white paper, which would be based upon a research topic of their choosing. Each partner would be responsible for submitting their own version of the manuscript for publication. While overall similarity between partner copies was expected, papers were required to have content as well as stylistic differences. Students were encouraged but not required to work *in* English as they collaborated to develop their white papers.

I gave the learners this simple description of a white paper as part of my explanation of their white paper publication criteria: *In many countries, an official, authoritative, or heavily researched report on a topic by an individual or group of individuals* (Appendix 2). None of the students indicated ever having seen an actual white paper, but because the Japanese government and media often make use of the term (*hakusho*) some indicated a vague

familiarity with the term and its use. I explained that they were required to choose their own white paper topics, but that all topics were required to draw on the same general theme:

Choose an issue that affects the well-being of Japan. Specifically, in what ways does this issue directly or indirectly affect: a) you and your peers; b) the business world, government, or society of Japan; and c) the international community, and Japan's relation to it?

The theme—sufficiently general as to allow for a wide range of topics—was one being addressed concurrently in one form or another in other second-year components of the CE program. I thought that this would offer learners an avenue to recycle information. As one of the CE program coordinators, I knew that other teachers in the program were utilizing this theme in their courses but that none were presenting students with a challenge of this magnitude.

I was concerned that students would be put off by such a project because of their skill levels, and so I prepared a personal memo in which I tried to outline my rationale for engaging them in this novel and demanding project (Appendix 3). Their initial response to my announcement of the project, a visible and audible sense of consternation, confirmed my reservations that they would see this as a difficult project. I based the memo on readings about appealing to learners' values (Williams, 1997) and motivation (Dörnyei, 2001). The memo outlined key ways in which participatory, learning-by-doing activities differed from more traditional lecture-style courses, and noted ways in which this project would challenge them and allow them to develop knowledge and skills in ways that traditional-style courses could not. I purposely dangled the potential benefits this new learning experience had to offer as a way to boost their engagement. My intention was not to make the task look easier. I wanted them to

understand that such benefits could only come at the cost of real effort, and so I tried to give them an idea of the kind of effort that would be needed to accomplish this task. In presenting the project in this way, I was trying to follow Dörnyei's (2001) and van Werkhoven's (1990) advice on fostering student engagement, which asserts that by sharing all the various considerations of a task openly and honestly, by treating learners with respect, they might more willingly engage themselves in a project and in doing so perform better at it.

The first two course sessions were primarily organizational in nature and included choosing partners, negotiating and choosing specific topics and sub-topics, discussion and clarification of task requirements, and the writing of draft introductions. The remaining 11 sessions, with their main focus points, are listed below in the order in which they were conducted:

- Strategies for collecting information & noting sources
 - Direct and Indirect speech formats and usage limits (model provided)
 - Research/writing time

- Citing Your Sources: Creating a Reference Page
 - Citing sources/Reference page (model provided)
 - Research/writing time

- Including Questionnaire Information in Your Report
 - Questionnaire formats (model provided)
 - Research/writing time

- Formatting Your Paper's Sections
 - Formatting for cohesion (model provided)
 - Research/writing time

- 1-Representative Draft Page Editor's Check
 - Editing responsibilities (model provided)
 - Research/writing time

- Formatting Your Paper's Conclusion
 - Effective conclusions (model provided)
 - Research/writing time

- Making an Abstract for Your Paper
 - Model abstract
 - Research/writing time

- 1- Representative Draft Page Editor's Check
 - One representative page allowed
 - Research/writing time

- Final Troubleshooting Questions (+ in-class feedback forms)
 - Feedback questionnaire forms distributed
 - Research/writing time

- Submission Due & Final In-class Writing Activity

At the end of the semester, I asked students to comment on their activities during the semester in a 5-question feedback questionnaire (Appendix 4). In the section that follows, I attempt to describe how I integrated the concepts of simulation, scaffolding and near-peer collaborative problem solving into the session activities listed above. The information is not presented in

the same linear fashion that appears in the topic list above, but rather as an amalgamation of my comments about my experiences as I attempted to put into practice the various theoretical constructs of the course. Except for representative examples inserted into the text, the entire collection of student end-of-semester feedback comments have been organized in Appendix 5.

6 Conclusions reached

The following discussion is based upon the observations and evidence I was able to collect from student self-reports about this *Joho-Eigo* course. As mentioned in the introduction, I did not initially intend to make a study of this course, and so do not have any benchmark data against which to compare finished student writings or changes in their attitude or engagement. In setting up the course, I was experimenting with novel principles and teaching and learning approaches in an attempt to create an effective learning environment in which to complete a difficult task. Looking back, I can see that my understanding of these principles was not particularly deep. Yet it is clear that several substantially positive differences in student attitude and engagement emerged during this course that were not evident in my previous *Joho-Eigo* courses. I realize that there were outside variables and influences that played a part in the development of these differences that were out of my planning control. However, I believe that the special makeup of the course was the contributing factor in the development of the differences that I observed, and will try to support this claim through analyses of my activities, observations, and student commentary in this and future modules. In this section, I consider my findings in terms of the simulation aspect of the course, and then the scaffold and near-peer collaborative problem solving aspect.

6.1 Simulation

I originally presented the course to the students as a simulation activity, students working as apprentice researchers in a workshop-style environment. I expected students to have at least some familiarity with these kinds of learning environments, but when asked no one reported having had an opportunity to learn in any such environment. I found this to be somewhat surprising and a little unsettling. I found during conversations and observations during the course and from student comments after that the workshop style of *Joho-Eigo* course contrasted sharply with the learners' previous and current university education experiences, but not necessarily in a bad way, as these 3 representative un-edited student comments illustrate:

I think Japanese education system tends to give students what we should do, so this experience like thinking what we want to do was very difficult for us but important and necessary. Japan should adopt this system little by little. Thinking is extremely important for human beings.

I think that this kind of learning experience makes us active. Because every time Japanese student was fed by teacher in our school life. There was no meaning if we have interest about the activity or not. So, I feel many Japanese students are too passive. So this experience was very useful for me because I could learn about many things which I want to know. There is a freedom but at the same time, we have to have a strong responsibility.

In a lecture class, if we pretend to listen to a teacher, the class will be over normally but we cannot do that in this kind of class. The task will not be finished till we consider about it seriously and try to do our best. So this kind of task is very difficult for us but very good for us.

As these and other comments show (Appendix 5: Perception of classroom environment), this course style put a heavier burden on learners than they were accustomed to, obliging them to handle aspects of the learning process that from their experience were traditionally part of the teacher's domain (e.g., choosing topics and suitable or appropriate information, managing activity pace, determining tasks, managing work relationships). One of my early and ongoing concerns was that students would reject these new responsibilities because they were either too foreign or difficult and that the course would either stagnate or possibly collapse. However, instead of rejecting them students struggled with these responsibilities and grew from them, though I did not fully understand why until reading the end of the semester feedback comments. These surprisingly positive comments (Appendix 5) provide an interesting view of the various perceptions learners held about both familiar traditional style learning environments and the style of the *Joho-Eigo* course. The fact that nearly all of the student comments (provided unedited in Appendix 5) were positive and introspective seems almost too good to be true, but that does not mean they should be dismissed because of that fact. It is true that critical and comparative student perceptions about learning environments do not always take into account an instructor's or curriculum's deeper goals and motivations, or that they may reflect a degree of pandering to the teacher (these comments were the result of a graded activity). Given those possibilities, it is hard not to see the majority of these comments as levelheaded student reflections upon points of the course that they felt were beneficial or engaging for them. The comments below show that student perceived active engagement with problems, peers, or information as personally rewarding on several levels:

I thought it was hard for me to "experience by doing." I always should have my own idea against a problem and need patience. But from this class, I have learned importance to dealing with and thinking about problems deeply. They gave me

a chance to face myself (my own heart). That gave me precious experience.

I like this system. I prefer to do ourselves than be said by teachers. Because I want to try to the project only our effort. But I think that this is very difficult for us to try to do the project with only our effort. If there are things that I can't understand only my knowledge, but unite my and my partner's knowledge, we can understand. This project is very hard but it is very worthwhile project, I think.

One is that people in this class. In each class, everyone tries really hard so that made me to do my work properly. The other is my partner. We helped each other and sometimes shared the difficulties on this project. So that motivated me in good way. Environment surrounding me such as people, or relationship is really important to be successful on this project.

I believe this kind of learning experience is good because choosing the topic by myself made me be into the project. Although I have to gather lots of information by myself, I can expand my knowledge by gathering the information. It's easy way to remember something. The assignment I was given sometimes isn't interesting for me and it doesn't motivate me. But this kind of learning experience can work on with interest so I'm not tired of doing.

Recent research suggests that such learners' perceived values of content or activities can greatly affect their level of engagement, motivation and performance (Dörnyei, 2001; Lave, & Wenger, 1991; Williams, 1997). When I realized that students were becoming more involved with their partners and their report work, I began to wonder if maybe their perceptions or values about what they were doing were undergoing such a change. Many of the student comments, such as the following, indicate that learners participating in this course underwent changes in how they looked at learning and themselves.

It was good because I could learn more deeply. Researching and thinking by myself is better for me than being taught and being fed. In my childhood, I questioned to my parents about the things I didn't know but they would not tell me easily. Then I revolted at them, but now I want to thank them.

In all honesty, I thought that I tried to work hard, because it's concerned with my grade. But it changed to a feeling that I want to do my best for myself.

Many student comments, listed fully in Appendix 5, show or imply that they perceived self-directed inquiry and reflection as highly valuable to them and that these concepts were key to learning how to be independent and think of their own self-development. Comments also show that course activities played an integral role in their personal and skills development, and that these structures appeared to be lacking in their other more traditional courses. As I read their comments, I began to ponder the intensity of passion inherent in many of them. Were these students simply pleased to be doing something different or satisfied about having accomplished this task, or did this intensity reflect something else, perhaps a pendulum swing of reaction to years of study in a prescriptive learning environment? This is one of the key questions that I am motivated to answer in the research that will follow in modules 2 and 3.

I began the course expecting that the students and I would act out our roles *in the simulation* as apprentice researchers and head researcher. I thought that if they participated in the simulation they might be able to separate themselves from familiar traditional types of learning environments and that this would lead to higher motivation and engagement. However, as the course proceeded I saw no evidence that students comprehended or embraced this idea of simulation as I saw it. When I brought up the topic in one-to-one conversations, I was usually met with awkward silences. I did not discover the reason for this in conversations or from feedback comments, and so I can only speculate why it occurred. It may be that students either did not see or did not want to see any difference between participation in a long-term simulation and the fact of being in university, in a classroom on a weekly basis, and being guided in some way by a teacher. Alternately, I may simply have failed in my

presentation of the concept. I think the important point here is that comments show that students were aware of the differences that the workshop environment presented to them and that they responded favorably to these differences. I think in the end the environment *became* the simulation, if not in name then in the actual student activity itself.

6.2 Scaffolding and near-peer collaborative problem solving

Many kinds of scaffolded behavior occurred during the course, some intentionally imposed by myself and some created through the natural development of work routines between near-peers. I believe that recurrent scaffolding at both the instructor and near-peer level played an integral part in the learners' acquisition of content knowledge, procedural and interactive skills, and personal development. I will attempt to support this with my observations, student feedback comments, and an analysis of students' finished reports.

The activities during course sessions developed into a simple structural sequence: Most course sessions began with a reiteration of the previous session's salient points to the whole group, followed by a brief period where students could ask questions in front of the group. Next came the introduction and modeling of the current session's focus point (e.g., layout, section content), which was followed by near-peer collaborative work to determine how (or whether) this new information would fit into their extant work. The last step was collaborative and independent research and text construction by students (one of the interactive processes that developed into a natural, ongoing occurrence during work sessions). The manner in which students created their introductory paragraphs illustrates an example of this scaffolded procedure.

I began this session by providing students with a copy of an abridged white paper (simultaneously showing it on the OHC and individual desktop monitors) that consisted only of a title page and a comprehensive introduction section. The following sections of the paper were presented in proper formatted shape but contained nonsensical text. After the model-driven explanation about the introduction paragraph, I asked partners to use pencil and paper and work together to produce a single title page and draft introduction paragraph for their topic by following the model, even copying aspects of it if needed. I roamed the room as a trouble-shooter while they worked, which also gave me the opportunity to estimate the general progress of the group. After I sensed that a majority of students had satisfactorily completed the paper and pencil task, I asked them to compose this information into their individual word processing documents, personalizing their individual copies as they saw fit. I found that most students made use of the model, but in different ways. Some copied overall structure and sentence formats but finessed them with their own specific information, and yet others followed the overall structure, including the necessary information but using their own words when presenting their version of it. The model/scaffolded structure had different meanings for different students. I found that some needed it for logical structure, some for grammatical points, and others for vocabulary. A few students needed model/scaffold for all of these reasons, changing very little. While I coached them in ways to vary their vocabulary usage, none were criticized for the degree in which they followed the model.

This kind of stepped modeling allowed for a large number of students to progress through a task together. This was important because I found that such a large number of individuals successfully or even partially completing a task created a pool of more knowledgeable others from which the less-capable students (e.g., those who could not satisfactorily complete the

earlier activity) could call on for help in Japanese, which I encouraged. Once the initial model had been demonstrated, I was able to perform follow-up scaffolded instruction in English on these modeled points for individuals or small groups around the room. I found also that, because the room was quite large and full, and the teacher often far away, near-peer help often flowed between non-partner peers in the room in Japanese. This kind of teacher-to-student scaffolded instruction often developed into other fractal, self-similar forms in the larger class, with initial instruction going from instructor/model-to-group, to instructor/student draft-to-peer (or small group), and on to various other peer interactions. The limits imposed upon my observations—students speaking in Japanese, the physically large distances between teacher and students, and the lack of systematic means to record their interactions, besides their own self-reported commentary—weigh heavily upon what I can claim was the nature of partners' and peers' interactions or collaborations. I cannot know what percentage of their interactions were on task or not, nor whether they pertained to word choice, grammar, meaning, clarification, or exchange of specific information, or even the topic of their reports. However as mentioned earlier, as the semester progressed the character of these interactions noticeably changed, and the classroom activity became markedly more energized and professional. I believe that the scaffolded help and peer interaction, at all levels of occurrence, developed into part of the students' routines and as such increased the manageability and appreciation of the task. Many of their comments about working with and valuing peers corroborate this. Substantiating such a claim is one of the future goals of this research.

Woodward (1991) disagrees with this stepped modeling approach, however, claiming that knowledgeable writers do not write this way, following comprehensive models closely and focusing on the completion of discrete sections as they proceed sequentially to the end of a

paper. My learners were not knowledgeable writers in the sense that Woodward uses this term. I felt in fact that *because* of their relative lack of writing experience and the size and type of the task, a staged, scaffolded approach that utilized these kinds of models would help them to organize the instruction, content, and production of this report into more manageable elements. I believed that it would also allow them more time to focus specific attention on units of organization as they came up in the process of developing the paper (e.g., Title Page, Introduction, the various sections, formatting points). Once the initial modeling tasks were presented, partners and individuals could work on finessing their products at their own pace. Report sections were rarely if ever completed by the students during these modeling activities. Students were reminded weekly of the necessity of continually revisiting these sections to make adjustments to suit their emerging reports.

I agree with Woodward's (1991) suggestion that at times comprehensive models may do too much of the work for the learners. However, given the general abilities of the students in the course, the course structure, and the tasks, I believe that such comprehensive modeling played a constructive rather than detrimental role. The models I created and used were intended to provide a framework upon which students could supply their own unique information. In using comprehensive models in this learning environment, I did not want to deny students the opportunities to work their way through these tasks. Rather, I wanted to increase their chances of working through them collaboratively and learning from such collaborations.

Having learners collaboratively compose sections of the paper from such models allowed for a number of interesting observations (again, based upon aforementioned limitations). First, variations in their finished reports *indicate* that students had some level of access to each

other's inherently private processes of composition and yet made separate choices (e.g., prioritizing ideas, consideration of word choice, syntax). Secondly, as the following comments illustrate, students were aware of the need to develop and use social skills to navigate such access as a means of maintaining motivation and engagement:

But I think that this is very difficult for us to try to do the project with only our effort. If there are things that I can't understand only my knowledge, but unite my and my partner's knowledge, we can understand.

In each class, everyone tries really hard so that made me do my work properly. The other is my partner. We helped each other and sometimes shared the difficulties on this project. So that motivated me in good way.

My partner and I always worked together and shared information so I'm not tired of doing this project. In reverse, working together gave me pressure. If I did not work on this project, I would trouble with her. It kept me motivated.

My partner supported me very much...When I hesitated which grammar I would use, she told me exactly indication fitting the sentence. If I didn't make pair with my partner, I would give up this project.

Moreover, to talk about my topic with my peers, I could know about many ideas and way of thinking. These things make my project more valuable!

Badger and White (2000) state that such a modeling, collaboration, construction cycle can be repeated as often as necessary, but that in much writing instruction such a phase often only appears once. One of the advantages of the staged/scaffolded approach adopted in the *Joho-Eigo* course is that learners were exposed to this cycle every week, and it became a recursive routine between near-peers during each session.

Student comments imply that partner-work and communication, both integral aspects of collaborative problem solving, were powerful agents driving the development of their motivation, engagement, attitudes, and beliefs. Only after reading student comments did I

begin to realize why, during the middle of the course, a different quality of interaction had developed among the learners. The way I described it at the time in my notes was to say that they were less *student-like*, that there was an air of serious professionalism about their activity in the course that had not existed in earlier course sessions. Instead of waiting for someone to lead their activity, students began to come to the classroom and, uninstructed, re-immense themselves into the routine of their collaborative task, absorbed in their conferencing with one another (though again, about *what* remains undetermined). While I had suspected that students were gaining some benefits from their work, I was surprised to find that this style of instruction and interaction provoked such intensely personal and powerful reactions for them later, in their feedback. This again caused me to pause and ask myself, Is this enhanced engagement somehow a reaction to previous differences in their education history?

Looking at the course in retrospect, this simulated or workshop-style research writing environment did not, on the surface, significantly differ from previous *Joho-Eigo* courses I had taught. I had expected it to be different, thinking that when the students and I actively acknowledged the roles of apprentice researchers and head researcher that this would somehow dissolve the decontextualizing influences inherent in the prevailing university learning culture. Instead, for reasons that are still unclear, students did not actively acknowledge the role-play aspects of the simulation. Nonetheless, the structure of the learning environment that emerged, in spite of the attempt at promoting a simulation, remained fertile ground for student development. The activities in this course promoted various opportunities for student choice, peer interaction, and self-directed behavior, shifting the locus of control from teacher to students. Comments show that students valued such a shift highly, and noted that it provided them with a sense of autonomy and responsibility. Research by deCharms

(1981) and Deci and Ryan (1985a) has demonstrated that such shifts in the locus of control can be powerful forces for the development of students' intrinsic motivation, a precursor to higher levels of learner motivation and engagement. That my students' comments appear to corroborate these research claims compelled me to look more closely at what was causing these changes in this course.

7 Conclusion

As my observations, student comments, and analyses hopefully show, students in the *Joho-Eigo* course perceived the learning environment as valuable in many ways and this had a positive impact on their motivation, engagement and personal skills development. Students valued having the necessary time to locate, develop, and share information and knowledge and this allowed them to develop a deeper understanding of their topics. In addition, students valued the chances to develop independent thinking, personal responsibility, and trust with others during the course. Learners also valued the ability to develop connections between their beliefs, attitudes, skills, and prior knowledge on the one hand, and the topic they were writing about on the other, within this more contextualized workshop environment. The *Joho-Eigo* learning environment challenged students in many new and different ways, and in their response to these challenges students developed not only a richer understanding of topic content, but an increased sense of personal purpose and autonomy. Much research on perceived value and intrinsic motivation (see for example, Cotterall, 1995; Ryan, & Deci, 2000a; Vallerand, & Bissonnette, 1992; Wigfield, 2000; Wild, 1997; Basturkmen, 2002; Katznelson, et al., 2001; Deci, et al., 2001) has shown that when learners perceive that an activity has value for them they are more apt to be motivated and perform it better. I believe that student experiences and comments in the *Joho-Eigo* course confirm this research claim.

My *Joho-Eigo* course experiences and observations afforded me an opportunity to see the rich kinds of learner development that are possible with a course utilizing Activity Theory-based principles. However, because this was not a formally organized study and data gathering was minimal, I was left with many unanswered questions about how authentic elements and learner development are connected: Do authentic learning environments actually cause student value changes, and if so how does this affect students' propensity toward engagement? Do authentic learning environments cause student thinking to become more independent, and if so how does this affect their engagement? Do authentic learning environments cause changes in personal interaction and trust development among students, and if so what role do these changes play in engagement and the students' larger educational lives? Finally, does a learner's depth of topic knowledge and their development of connections between prior and later knowledge and activity impact upon the development of their values and engagement? The potential inherent in such course design and my lingering questions about it prompted me to pursue this modular PhD and became the foundation of my research topic, "Authentic activity, perceived values and student engagement in an EFL composition course."

The *Joho-Eigo* course persuaded me that it is not only feasible but in fact highly desirable to utilize techniques that allow for more authentic learning environments, that create higher degrees of contextual embeddedness in these environments, as well real purpose, learning and personal skills development. It is hoped that observations and comments within this paper support the contention that such environments allow learners to build a richer understanding of target concepts and the worlds in which they are used, while simultaneously allowing them to develop general strategies for intuitive reasoning, problem solving and meaning negotiation.

I believe that if we can understand the causal underpinnings of Japanese learners' values and engagement in such learning environments we may be able to acquire more effective and productive ways to promote learner development, and in the process make education more beneficial, enjoyable, and rewarding.

PART 2: AN INITIAL THEORETICAL FRAMEWORK

1 Summary of Part 1

Part 1 of this module described an informal study of an IT-based EFL composition course structured around the authentic teaching and learning principles of simulation, scaffolding, and near-peer collaborative problem solving. My belief that the task of educators is to promote meaningful connections for learners between what they study at school and the communities in which they study, live and work—connections that I found lacking in the curriculum of my institution—inspired my creation of the course. My research into learning theories at the time led me to believe that constructing the learning environment as I did was one way to engage students and promote such connections. The initial course study presented in Part 1 is an attempt to describe the development of my understanding of how concepts related to authentic learning principles might impact on the development of learner values toward learning environments and the promotion of volitional forms of student engagement during a course. This course experience produced many useful results but also unanswered questions about learning environments structured on these principles. I found that authentic elements in this course promoted a number of important features for students: Students reported that they valued the sense of personal purpose and autonomy that grew as the course progressed, noted their pleasure at having the opportunities to think independently, be personally responsible and develop a more matured sense of trust, and commented that their deeper understanding of topic knowledge and the ability to make connections between beliefs, attitudes, skills and prior knowledge was beneficial. Realizing that such a fruitful mode of learner development was possible in the Japanese tertiary context prompted me to research the mechanisms that lead to it. I finished the course with these informal research questions: What

actually caused student value changes, and how did this affect students' propensity toward engagement? What caused student thinking to become more independent, why was this so important to them, and how did this affect engagement? What caused changes in personal interaction and the development of trust among students, and what role do these changes play in engagement and the students' larger educational lives? Finally, how does a learner's depth of topic knowledge and their development of connections between prior and later knowledge and activity impact upon the development of their values and engagement? If the causal underpinnings of Japanese learners' values and engagement in such conditions were better understood, more effective and productive ways to promote their development could be developed, and this would provide opportunities for making education more beneficial, enjoyable, and rewarding for learners.

The emphatically positive learner responses to this learning environment, the potential for enhancing learner engagement and motivation, and the unanswered questions from the study prompted me to pursue the present theme in this modular PhD.

2 Introduction

Much of the research literature in social psychology and education over the last 50 years has been devoted to understanding the role that motivation plays in learning. With this expanding body of knowledge has come the recognition of the importance of promoting more active and volitional forms of motivation and engagement as essential strategies for successful teaching and learning (see for example, 1957; Bandura, 1986; Brophy, 1999; Clement, 1994; Dörnyei, 2003; Gardner, 1985; Oxford, 1994; Pintrich, 2000; Vallerand, 1997; Weiner, 1986; Noels, 2000; Deci, & Ryan, 1985a). Two areas of this research in particular, Activity Theory and

Self-Determination Theory (SDT), exerted a particularly strong influence on me in developing my college composition course for EFL learners in Japan. My experiences developing and teaching this course, and the insights that my learners and I gleaned from these experiences, are documented in an initial course study that makes up Part 1 of this module.

What I understood about Activity Theory and SDT at the beginning of the initial course study in Part 1 was inspiring, but I lacked a more comprehensive understanding both of the history of these theories and the relationships that had been established between them and other areas of educational and learner research. At the time, I believed that I had a working knowledge of Vygotsky's (1986) concept of the Zone of Proximal Development. I had also read Lave and Wenger's (1991) book, *Situated Learning: Legitimate peripheral participation*, and John Seeley Brown's (1989) article *Situated Cognition and the Culture of Learning*, both of which raised my awareness of the crucial role collaboration, communities, and contextualization play in learning. Lantolf's (2000) collection of articles on Activity Theory and Sociocultural Theory and second language learning helped me to begin to bring many of these themes together, since they explained how these concepts were being applied in various educational and research settings. I had also read several articles on scaffolding (see for example, Donato, 1994; Murphey, 1998; Wells, 1998), and was beginning to appreciate the potential that these theoretical concepts held for educators and learners. Finally, I had for some time prior to developing the *Joho-Eigo* course, been drawn to Deci and Ryan's (1985, 2000) publication on Self-Determination Theory, which discussed the facilitation of intrinsic motivation, social development, and well-being, and I intuited that SDT might be of help to me in understanding the larger picture of learner and educational development. As my knowledge of these

concepts grew, I began to recognize instances where I was already unconsciously utilizing some of the principles in my own teaching practices, with favorable results. This awareness encouraged me to deliberately experiment with these concepts in my teaching. My first attempt to intentionally apply these principles to course activities was in my *Joho-Eigo* course. Looking back I can see now that my knowledge of these theories of human development and my application of them to the course were superficial; however, the emphatically positive student response to my relatively non-systematic course design experiment further convinced me of the potential these principles and activities held for teachers and learners in Japan, and further persuaded me of the need to increase my knowledge of them.

The premise that course design informed by cognitivist theories of learning (of which Activity Theory is one) and SDT promoted more active and volitional forms of motivation and engagement in my *Joho-Eigo* learners lies at the center of my research inquiry. I began work on the *Joho-Eigo* course with a very limited understanding of constructivist and self-regulatory theories (described below). By the end of the course and documentation period I had further developed my understanding, but it was still far from satisfactory or complete. Part 2 of this module will be an attempt to describe the theoretical framework that I held by the end of the *Joho-Eigo* course, one that emerged from both my initial understanding of the theoretical concepts and my research and experiences during the course. I will also present in my concluding comments areas of study that will take place in modules 2 and 3.

The following section will begin by providing a general description of the cognitive and social constructivist theories that Activity Theory is premised upon. The next section will provide descriptions of *traditional* and *authentic* teaching approaches and learning

environments, and will discuss the influence these concepts and labels have on learners and educators. This section will be followed by an outline of SDT, and then another section identifying and discussing elements from these theoretical frameworks that I feel impact course design as it relates to the promotion of student values development and engagement. I will conclude with a section that discusses the path that I intend my research to take in modules 2 and 3.

3 Cognitive and social constructivist theories

The topic of this section concerns two of the three major schools in the taxonomy of theories of human mental development, cognitive constructivism and social constructivism (the third classification being behaviorism). Present day cognitive science originates in the work of two early 20th century contemporaries, Jean Piaget and Lev Vygotsky, whose cognitive theories of learning were developed as reactions to the dominant science of the time, Behaviorism. In the intervening years, numerous related learning theories and teaching approaches have emerged from constructivist research (see for example, Activity Theory, Social Cognitive Learning Theory, Social Learning Theory, Attribution Theory, Sociocultural Theory). Table 1 below provides a brief outline of the main concepts of these theories that will be discussed below.

	Cognitive Constructivism	Social Constructivism
Principle theorists	Piaget, Perry, Bruner	Vygotsky, Leont'ev, Bandura
Concept of knowledge	Knowledge is actively constructed by the individual through a series of internal intellectual stages or steps	Knowledge is product of social interaction
Concept of learning	Learning is an ongoing effort to adapt to the environment through assimilation and accommodation	Learning is socially situated, with the potential for cognitive development limited to the ZPD
Concept of motivation	Motivation is intrinsically driven	Motivation is both intrinsic and extrinsically driven

Table 1: Theoretical concepts

Where the Behaviorists, for example, Skinner, Watson, Pavlov, focused their studies on the external controls and stimuli to learning, Cognitivists focused on the active mental processing that occurs during learning. In principle, there are two main categories of cognitive theory, ‘cognitive constructivism,’ with its emphasis on individual cognitive structuring processes, and ‘social constructivism,’ with its emphasis on the social effects on learning (Brooks, & Brooks, 1999). The constructivist paradigm is complex, with tightly interwoven explanations for phenomena in its constituent parts; however, the body of existing research and theories do reveal a general set of constructivist principles: a) that learning is an active process; b) that learning is a social activity; c) that learning is contextual; d) that learning consists both of constructing meaning and constructing systems of meaning; e) that prior knowledge is needed for an individual to learn; f) that learning involves language; g) that learning is a longitudinal process; and, h) that motivation is essential for learning (Brooks, & Brooks, 1999; Brown, et al., 1989; Bruner, 1978; Fosnot, 1996; Leont'ev, 1978; Newmann, et al., 1995; Resnick, 1985; Simon, 2001; Vygotsky, 1986). Research into these learning theories has played an integral role in the development of educational approaches in the 20th century.

Many teaching approaches that use the term *constructivist* in their titles, I found, borrow elements from both theories. This made it difficult for me to distinguish between the theories as I researched their use in discussions about teaching or learning. Biggs (1979) found that indistinct usage has resulted in a tendency among educators (myself included) to over-generalize the use of the term when applying it to what many do or see happening in the classroom. By the end of my *Joho-Eigo* course, I had assembled a skeletal four-point outline of each of these theories as a means of clarifying my understanding of them. This outline briefly identified the individuals responsible for developing the theories and outlines the

manner in which each theory make use of the key concepts of knowledge, learning, and motivation. A more comprehensive, up-to-date discussion of these theories with a detailed explanation of how they relate to my research inquiry, will be presented in module 2.

3.1 Cognitive constructivism

3.1.1 Principle theorists

Jean Piaget is considered the principle architect of cognitive constructivism (Piaget, 1969), with numerous other researchers and theories representing a variation on Piaget's structuralists approach (see for example, William Perry, Jerome Bruner).

3.1.2 Concept of knowledge

Cognitive constructivism asserts that knowledge is made up of mental representations together with a mechanism that operates on the processing of those representations. Knowledge is seen as something that individuals actively construct through a series of intellectual advancements (stages or steps) based on their existing cognitive structures rather than as something passively absorbed (Piaget, 1970; Bruner, 1960). Learners use such factors as their existing knowledge, their particular stage of cognitive development, cultural background and personal history, to interpret new information or experiences (GSI, 2005; Bruner, 1960).

3.1.3 Concept of learning

Cognitive constructivism asserts that learning is a process of active discovery. Learning is an ongoing effort to adapt to the environment through *assimilation* and *accommodation*.

Assimilation involves how an individual interprets events in light of existing cognitive structures, and accommodation refers to how an individual's cognitive structure changes as it adapts to the environment (Huit, 2003). The educator's role is to assist learners' attempts to assimilate new information into old and modify old information so that it accommodates the new. Educators accomplish this by taking into account their learners' knowledge levels and use this information to determine how to present, sequence and structure new learning material and tasks (GSI, 2005; Resnick, 1986).

3.1.3 Concept of motivation

Learning requires significant personal investment on the part of the learners because it is an ongoing process of active discovery in which the learner is continually setting new goals and modifying or abandoning existing cognitive structures (Perry, 1999). Cognitive learning theories assert that this personal investment is driven by intrinsic motivation, claiming that (extrinsic) external rewards and punishments such as grades are unlikely to be sufficient motivators to maintain such activity.

3.2 Social constructivism

3.2.1 Principle theorists

Social constructivism, seen as a variant of cognitive constructivism, shares many similarities and overlaps with it. The principle architect of social constructivism was the Soviet psychologist, Lev Vygotsky. Vygotsky (1986) and his colleagues formulated a *Sociohistorical Theory of Psychological Development*, which argues that social interaction plays a fundamental role in the development of cognition (Engeström, et al., 1999; Wertsch, 1985;

Cole, 1978; Leont'ev, 1978). As with Piaget, there are numerous other researchers with theories that represent variations on Vygotsky's sociohistorical approach (see for example, Leont'ev, Bandura, Engeström, Lave and Wenger, van Lier).

3.2.2 Concept of knowledge

Whereas cognitive constructivists maintain that knowledge is structurally formulated *internally* by learners in response to interactions with their environment, social constructivists assert that cognitive structures are *socially* constructed (Vygotsky, 1986). They believe that because "language and culture are the frameworks through which humans experience, communicate, and understand reality...cognitive functions must be explained as products of social interaction" (GSI, 2005).

3.2.3 Concept of learning

Central to social cognitive theory is the belief that learning is a situated, social, and collaborative activity in which learners are responsible for constructing their own knowledge. Vygotsky believed everything is learned on two levels, through the socially situated interaction with others, and through integration into the learner's mental structure. Vygotsky's theory shares many of Piaget's assumptions about how children learn, but Vygotsky places more emphasis on the socially *situated context* of learning (Vygotsky, 1986; Cole, 1978). Social constructivists maintain that learning is not just, as constructive cognitivists claim, the assimilation and accommodation of new knowledge by learners, but is the process by which learners are integrated into a knowledge community (GSI, 2005).

Another key feature of Vygotsky's theory is the assertion that the potential for cognitive development is limited to a "zone of proximal development" (ZPD), later elaborated by Wertsch (1985). The ZPD is the area of exploration for which the learners are most cognitively prepared to explore, but for which they require help and social interaction to fully develop. According to this theory (Bruner, 1975), a teacher or more experienced other can provide scaffolding to support the learner's evolving understanding. Teachers and more experienced others play an active role facilitating learners as they develop their mental abilities through a multi-path process of discovery.

3.2.4 Concept of motivation

In contrast to cognitive constructivists, who see motivation as primarily internally driven (intrinsic), social constructivists see motivation as both extrinsic and intrinsic. Because learning is a social phenomenon, learners are partially motivated by the extrinsic rewards provided by the knowledge community into which they are being integrated, and because knowledge is actively constructed by the learner, learning also depends to a significant extent on the learner's internal drive (intrinsic) to understand and promote the learning process (GSI, 2005).

4 Traditional and Authentic instruction and learning

As I worked through the *Joho-Eigo* class, I was repeatedly confronted not only with student commentary but also with research literature that focused on *traditional* and *authentic* instruction and learning styles. I was aware that the *Joho-Eigo* class presented students with a novel learning environment, in contrast to their more familiar classroom settings, and I had specific assumptions about how they might react to it. However, as the course progressed, I

realized that my own (as well as my students') tendency to classify instruction and learning styles as either traditional or authentic was at times both inaccurate and unconstructive.

Each classroom is a unique learning environment made up of a complex interaction of many factors, including teacher and student perceptions, styles and goals, instructional practices and materials, learning needs, and larger system issues (Kindt, 2005; Schuh, 2004; Clement, 1994; Gardner, 1972, 2000; Pintrich, 1996; Cholewinski, 1999; Kindt, et al., 1999; Deci, & Ryan, 1985a). Brown (1989) and Cuban (1983) report that there has been a tendency among educators and researchers to rightly or wrongly classify learning environments or teaching approaches as either 'traditional' or 'authentic' depending upon the makeup of these factors. To clarify my understanding and use of these terms I have created a basic overview of the attributes researchers and educators generally associate with each approach. It is not my intention here to oversimplify views of teaching practice or learning environments, but rather to reflect on the general use of the concepts as they appear in the literature. My purpose is to introduce the terms here as a means of clarifying and documenting their use, as they are fundamental to the development of the inquiry that I plan for module 2. Specifically, I would like to discuss ways in which the dichotomizing of learner and instructional styles might impact upon my primary research theme, student values and engagement.

4.1 Traditional

'Traditional' approaches to teaching and learning are described in the literature variously as *the behaviourist model of instruction, transmission method, expository method, quantitative method, teacher-fronted teaching or learning, and teacher-centered teaching or learning*. Though they vary in a number of ways, they share the common distinction of being based

upon the principles of an objectivist educational epistemology (Jonassen, 1991; Skinner, 1954). From this perspective, learning entails the *reproduction* of knowledge in the individual learner. In traditional approaches, instructors assume responsibility for much of what goes on in the classroom. Typical characteristics of this approach include the instructor's preparation of the syllabus, choice of texts and materials, organization of in-class activities (primarily whole group activities that follow explicit directions from the teacher) and homework, control over who will speak and when, as well as the establishment of assessment criteria (designed to determine if students can reproduce what has been transmitted to them in class). Such teacher-dominated learning environments typically include a reliance on textbooks or supportive media, the recall or reproduction of information, and classrooms configured with desks in rows facing the teacher (Cuban, 1983; Schuh, 2004). The instructor's responsibility is to package the knowledge as carefully as possible and to keep disruptions in the transmission of that knowledge to a minimum, so as to ensure the efficient digestion of the content by the learners. In general, the students' role is restricted to passively absorbing the knowledge offered by the instructor.

4.2 Authentic

'Authentic' describes an approach to teaching and learning derived from cognitive and social constructivist theories (Vygotsky, 1986; Piaget, 1972). Other approaches based on these theories are variously described in the literature as *social constructivism*, *socio-cultural theory*, *activity theory*, *constructivist model of instruction*, *student-centered teaching or learning*, *transformative learning*, *generative learning*, *situated learning* and, *discovery learning* (see for example, Bandura, 1986; Brown, et al., 1989; Bruner, 1996; Collins, et al., 1987; Lantolf, 2000; Newmann, et al., 1995; Resnick, 1986; Rogoff, 1990; Wertsch, 1991; Engeström, et al.,

1999; Lave, & Wenger, 1991; Biggs, 1979). Although these cognitive approaches express a diversity of views—many being hybrids of one another—they share in common the basic Vygotskian principle that learning occurs through the object-oriented mediation of social interaction. Authentic teaching and learning, then, is that which is student-centered, active, deep, and allows for learners to generate their own understandings. Typical characteristics of this approach include independent inquiry—the results of which have value in their own right rather than as preparation for something else, the structuring and restructuring of knowledge, problem solving, and a critical approach toward the evaluation of information. Teaching practices typically focus on strategies that enhance students' engagement in self-monitoring, self-awareness, and metacognition about one's own cognitive processes. In general, tasks are designed to have real-world relevance, require students to define primary and secondary tasks needed to complete the activity, engage students over a sustained period of time, and allow for competing solutions and a diversity of outcomes (Newmann, et al., 1995; Petraglia, 1998; Roth, 1995). The learner's role is active, with engagement structured around collaborative and interactive pair and group processes.

The primary difference between traditional and authentic approaches lies in the locus of control and the manner in which knowledge is processed. In traditional approaches, the locus of control lies with the instructor, and learners attempt to *reproduce* the correct answer based upon the knowledge transmitted by the instructor. In contrast, in authentic approaches, the locus of control lies with the learner, who is encouraged to generate self-relevant knowledge through critical, interactive and collaborative inquiry. The intricacies of both approaches and how they relate to learner development and more volitional forms of engagement in this study will be discussed in greater detail in modules 2 and 3.

4.3 Self-determination theory

To be motivated means *to be moved* to do something. Individuals who feel no urge to act are characterized as unmotivated, while individuals who feel an urge to act are characterized as motivated. In this straightforward view, motivation appears to be a scalar unitary phenomenon which ranges in action from none to very much; however, motivation entails much more.

In their discussion of Self-Determination Theory (SDT), educational psychologists Deci (2000) and Ryan (2000a) explain that for any given task people have both different *levels* (amounts) and different *orientations* (types) of motivation. Orientation concerns underlying attitudes, goals, and the causal nature of the action. Two examples will illustrate this point: 1) Learner X is very motivated to study for a test because of a personal interest in the topic, or learner X is motivated to study for the test in order to get a good grade, knowing the various kinds of rewards this will bring. 2) Learner Y is very motivated to learn keyboarding skills because s/he understands the utility value of such a skill, or learner Y is motivated to learn keyboarding skills because doing so will secure the good graces of his/her instructor or parents. In both of these cases the learners' *level* of motivation is the same (high), but the *orientation* (type) of their motivation differs significantly. When the inspiration to act is an internal reward (personal interest or value), the type of motivation is termed *intrinsic*, when the inspiration to act is an external reward (grades, status), the type of motivation is termed *extrinsic*. Deci and Ryan (Deci, & Ryan, 1985b, 1985a; Deci, 1980; Deci, et al., 1994; Ryan, & Deci, 2000a; Ryan, 1996; Ryan, & Deci, 2002), with the support of others (see for example, Harackiewicz, 1979; Koestner, 1996; La Guardia, 2002; Littlewood, 1996; Noels, 2000; Noels, 1999; Pintrich, 2000; Reis, 2000; Vallerand, & Bissonnette, 1992), have developed an understanding of this continuum of forces in SDT. Through their research, Deci and Ryan

have developed a taxonomy of human motivation called the Self-Determination Continuum (Deci, & Ryan, 2000), which illustrates the complex relationship between behavior and types of motivation, regulation, and causality (see Table 2).

Behavior	Nonself-determined					Self-determined
Type of Motivation	Amotivation	Extrinsic Motivation				Intrinsic Motivation
Type of Regulation	Non-regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Locus of Causality	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal

Table 2: The Self-Determination Continuum

SDT seeks to investigate the conditions that promote rather than hinder intrinsic motivation, which they define as the “doing of an activity for its inherent satisfactions rather than for some separable consequences” (Ryan, & Deci, 2000a:56), and psychological development, with the goal of contributing to the design of social environments that foster people’s development, performance, and well-being (Ryan, & Deci, 2000b). Because they believe that intrinsic motivation is an innate human propensity, their theory is not about what causes intrinsic motivation, but rather what “conditions elicit and sustain” it (Ryan, & Deci, 2000b:70).

SDT asserts that the conditions that elicit and sustain intrinsic motivation center around three psychological needs, *competence*, *autonomy*, and *relatedness*. Explanation of these concepts (below) and how they relate to the support of intrinsic motivation are taken from Ryan & Deci (2000b:70-71):

[Competence] Social—contextual events (e.g., feedback communication, rewards) that conduce toward feelings of competence during action can enhance intrinsic motivation for that action. Optimal challenges, Effectance-promoting feedback, and freedom from demeaning evaluations were all found to enhance intrinsic motivation.

[Autonomy] Feelings of competence will not enhance intrinsic motivation unless accompanied by a sense of autonomy or, in attributional terms, by an internal locus of causality (deCharms, 1968). Threats, deadlines, directives, pressured evaluations, and imposed goals diminish intrinsic motivation because they conduce toward an external perceived locus of causality.

[Relatedness] Intrinsic motivation is more likely to flourish in contexts characterized by a sense of security and relatedness. Proximal relational supports may not be necessary for intrinsic motivation, but a secure relational base does seem to be important for the expression of intrinsic motivation to be in evidence.

This brief outline of SDT definitions and claims approximates the understandings I possessed by the end of the *Joho-Eigo* course. Looking back, this information still appears more inspirational at that time than comprehensive, but it has remained a stimulating guide and resource for reflection nonetheless. I hypothesize that two aspects of SDT—the innate propensity of intrinsic motivation, and its focus on *conditions* that elicit and sustain this behavior—overlap with constructivist principles and learner development. SDT and other related motivational theories are as complex and are as interwoven as the various constructivist theories are, but understanding the connection between them is integral to understanding the development of learner values and engagement. My goal in module 2 is to explore and develop understanding about these connections.

5 Elements that influence the development of student values toward learning environments

One of the main concerns for me as an educator in Japan has been to understand what environmental stimuli and classroom events promote more active and volitional forms of engagement and skills development in my students. I believe that is one of the key areas of

understanding that will enable educators to affect long-term enrichment of learning experiences. My experimentation with constructivist and self-determination principles in my *Joho-Eigo* course and my subsequent documentation of this process and analysis of student responses expanded my awareness of the rich potential these principles hold for me and other educators and learners who operate in the Japanese educational and cultural realm, and perhaps beyond.

There are many elements that factored into the design of my *Joho-Eigo* course: The institution's larger curriculum goals, the size of the class, the IT nature of the classroom, the general educational history of the students, the students' general skill levels, my learning and teaching history and preferences, and the location of the course in the academic year. I took these factors into account when choosing to apply a rudimentary understanding of constructivist and self-regulatory principles to my *Joho-Eigo* course design with the hope of stimulating student interest, engagement, and learning. By the time the *Joho-Eigo* course was over, I had developed a better (hands-on) understanding of these principles and had begun to formulate clearer ideas about how they actually impacted upon course development, student engagement, and skills development. There are several authentic/constructivist elements built into the *Joho-Eigo* course that my own observations and student comments identified as having promoted learner engagement and skills development. I found that these elements correspond to lists of constructivist classroom guidelines given by other researcher-educators (see for example, Brooks, & Brooks, 1999; Reese, 2004). Below are the key elements I have focused on, with brief commentary on how I understand them to impact upon course design and student engagement. Because of overlap or complementation, several of the elements listed below will be discussed together.

- The encouragement of student autonomy, initiative, choice
- The encouragement of instructor-student and near-peer collaboration
- The use of time for students to construct in-depth meaning between new and old information
- The use of scaffolding techniques
- The use of activities that engender contradictions to learners' initial hypotheses
- The promotion of both formal and informal Q&A times
- The use of recursive activities to promote content learning and techniques
- The use of both primary and secondary sources

5.1 The encouragement of student autonomy, initiative, choice

Courses designed to promote the reproduction of predetermined information require the use of different classroom techniques than courses designed to promote learner autonomy, initiative, and choice. In the latter courses a more flexible support network is needed to meet the multi-various topic, pace, and skill demands of students. My experience with the *Joho-Eigo* course led me to believe that activities and techniques that involve the use of scaffolding, collaboration, and flexible task parameters allow for the development of such a network. It takes time for learners to develop workable skills to productively deal with autonomy, initiative, and choice. Activities or courses that encourage learner autonomy, initiative, and choice shift the locus of control for the task to the learner, and studies have shown that this increases intrinsic motivation and personal engagement (Ryan, & Deci, 2000b). I found in *Joho-Eigo* course teaching experiences prior to those documented in Part 1, that simply shifting the locus of control without providing structures for learners to (learn to) manage that control often degrades the positive benefits available from these experiences.

5.2 The encouragement of instructor-student and near-peer collaboration

Ongoing facilitative instructor interaction with students and near-peer collaborative problem solving demand more flexible course pacing. Time must be allowed for unplanned interruptions in the work flow of the course; for example, when a specific learning point is gleaned from instructor interaction with a learner, the instructor may feel that it is better shared with the larger group. This interaction may lead to formal or informal question and answer times, which necessitate further flexibility in course flow. Scaffolding between the instructor and between learners is also a collaborative activity. Scaffolding operates in stages and on several levels, at the course activity level, at the individual student-instructor level, and on a peer-to-peer level. Learners need time, guidance, and flexibility to develop these working relationships and an appropriate work pace. Collaborative problem solving is a skill that takes time to develop as it involves issues of learner styles, information processing, communication, trust, responsibility, and support.

My *Joho-Eigo* experiences and student comments documented in Part 1 have shown that the development of these personal skills and relationships are closely related to issues of autonomy, initiative, and choice and thus are related to intrinsic motivation and the propensity toward increased engagement.

5.3 The contradiction of learners' initial hypotheses

Constructivist-based learning environments are structured around activities that allow learners to generate meaning from both primary and secondary source materials. Primary sources (e.g., reports, statistics, records, first hand accounts) provide opportunities for learners to construct hypotheses and develop meaning from the analysis of raw data, and secondary sources (e.g.,

analyses, commentary) provide opportunities for learners to construct hypotheses and develop meaning through the critical analysis of these sources. In either case, learners require opportunities to test the plausibility and validity of their hypotheses. This can be accomplished either by (recursive and scaffolded) instructor-student interaction, or peer-to-peer interaction, or both. The promotion of both formal and informal question and answer periods complement activities that challenge learners' hypotheses. The course or activity theme and the number and ability of learners will determine which activities are necessary and for how long.

Learners who participate in activities designed for them generate meaning from sources (constructivist) and learners who are engaged in the reproduction of source information as a means of increasing knowledge (traditional) share different goals and are thus engaged in the material differently. The former works with the material in a socially mediated context (Brown, et al., 1989) that supports the development of intrinsic motivation and which makes use of extrinsic motivators to promote personal engagement. The latter works with the material in a more decontextualized, perhaps less socially mediated context, which deprives the learner of potential opportunities for intrinsic motivation development and enhanced engagement (Deci, et al., 1998; Deci, 1999).

5.4 The construction of meaning between new and old information

In any kind of learning environment, learners need time to process information into knowledge. In a constructivist-based learning environment, where learners *construct* knowledge through socially mediated activity (e.g., scaffolding, collaboration, primary and secondary source analysis), learners need adequate, flexible time and guidance to formulate or

adjust cognitive connections between new information and old. In my *Joho-Eigo* course experiences, time allocation was the most difficult issue to manage because every aspect of the course (e.g., when to introduce information, collaboration activities, scaffolding stages, completion dates, recursive activities) were in need of constant adjustment. In the end, however, I found that what I had previously considered to be overly-generous allocations of time actually became the most valuable tool for promoting learner engagement and skills development in the course.

Flexibility in the timing and pacing of activities is integral to each of the elements presented here, and can be provided in guided, self-pacing, recursive modeling, and scaffolding activities. Research (see for example, deCharms, 1981; Deci, & Ryan, 2000) and my *Joho-Eigo* students' comments indicate that learners who increase their understanding and skill through these types of self-directed choice and collaborative activities (all of which require generous and flexible allocations of time) increase intrinsic motivation and personal engagement.

6 Final discussion and direction of study in modules 2 and 3

Part 1 of module 1 introduced an informal study of my first attempt to structure an IT-based EFL writing course around authentic learning and teaching principles. Part 2 of module 1 was an attempt to portray my understanding of these concepts that had developed by the end of that course. My goal in this module was to present a retroactive description of those experiences and my evolving understanding as a way of illustrating what initially influenced me to undertake this PhD. My understanding of many of these issues has continued to grow since the end of the *Joho-Eigo* course documented in Part 1, particularly as I have written this

module. I have tried to keep separate this new knowledge from the points of view I held about these issues at the end of the *Joho-Eigo* course. My goal for the future is to combine these course and research experiences with my present knowledge and proceed with my inquiry in module 2 (explained below).

As explained in the conclusion of Part 1 of this module, I was left with following research questions upon the completion of the *Joho-Eigo* course: Do authentic learning environments actually cause student value changes, and if so how does this affect students' propensity toward engagement? Do authentic learning environments cause student thinking to become more independent, and if so how does this affect their engagement? Do authentic learning environments cause changes in personal interaction and trust development among students, and if so what role do these changes play in engagement and the students' larger educational lives? Finally, does a learner's depth of topic knowledge and their development of connections between prior and later knowledge and activity impact upon the development of their values and engagement? The learner responses concerning the *Joho-Eigo* learning environment and these unanswered questions from the study prompted me to pursue my research theme.

With my module 1 experiences and these questions and as my reference points, module 2 and 3 will be will be a formal case study of a similarly-styled course. This case study will include a revised statement of my research focus, a more specific and detailed theoretical framework, an explanation of my research methodology (qualitative data analysis), my data-collection instruments (e.g., questionnaires, journals, teaching logs, interviews, and feedback), and the various techniques used for my exploration of student values development and engagement

(e.g., course goals, structure, and activities). Module 3 will present a detailed analysis and discussion of the impact of authentic activity on the development of student values development and engagement.

In module 3, I aim to explore how and why Japanese learner values and engagement develop as they participate in an authentic activity-based EFL composition environment. My objective is not only to identify and explain the reasons why students assign such values, or how and why engagement changes, but also to discover what potential, if any, such knowledge might hold for educators in Japan and beyond in their attempts to develop more suitable curricula.

(word count 14,750)

Appendix 1: First semester *Joho-Eigo* syllabus

Welcome Back!!

Hi! Nice to see you! I hope that you enjoyed your vacation and are ready to get back into practicing and learning English and Information Technology (IT) here in the MALL.

Last year you learned some useful English and IT skills and had many chances to think about and communicate your ideas about some challenging topics. You will use those skills to further develop your English IT communication skills this year. This semester you will work on one project that focuses on developing research and writing skills through *a lot of real* communication practice! The overall theme for this semester's class and the project is:

Understanding *what* is being communicated
writer understanding & reader understanding

Like last year, all of the activities in this class will be designed to help you practice your English communication and thinking and IT skills. These require your *active* participation:

1. **Accessing information:** Using the tools of Information Technology (IT) for locating, organizing and storing information (computers, software, Internet, email, and so on).
2. **Analyzing information:** Thinking about different points-of-view, an author's purpose, cause and effect, and so forth.
3. **Evaluating Information:** Understanding the 'personal' values in different messages and making judgments about information (right or wrong, relevant or irrelevant).
4. **Communicating Information:** Effectively organizing information to get the attention and interest of an audience, and editing and revising your work based upon feedback.

The Semester Project:

You will have one main activity during the semester, a "White Paper" (白書), which you will submit to the online e-journal *Working Media Productions* for publication. You will also have several smaller activities (speaking, BBS, email, written) that will be connected to the larger project. The format/criteria for the White Paper can be found on the **White Paper Publication Criteria** print. Your evaluation for this course will be based on these points:

- **Participation & Effort:** Active participation
- **White Paper quality:** Based on the online journal publication criteria
- **Final writing activity:** A 90 minute, in-class final writing activity that will allow you to display your understanding of and opinion about the major language, communication, and IT skills study points of the semester
- **Attendance:** Based on university guidelines

Contact Information:

Professor Cholewinski
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Appendix 2: White Paper publication criteria

Description: White Paper (n)

In many countries, an official, authoritative, or heavily researched report on a topic by an individual or group of individuals.

Creation of the 'White Paper' is a semester-long activity. Below are publication criteria from the online e-journal, *Working Media Productions*, that you must follow while creating your paper:

- **Audience:** Assume that your reader is unfamiliar with your topic (and Japanese terminology)
- **Partners:** You may have one partner, or you may work alone. If you choose to work with a partner, you and your partner must register your names on the sign-up sheet. You may not change your mind later, so please choose your partner well.

- **Topic choice:** Your topic must be connected to this theme: *Something that affects the well-being of Japan*

Choose an issue that affects the well-being of Japan. Specifically, in what ways does this issue directly or indirectly affect: a) you and your peers; b) the business world, government, or society of Japan; and c) the international community, and Japan's relation to it?

Think about this carefully. If you change your topic in the middle of the project, you will lose valuable work time.

- **Manuscript Length and Form:** Papers should be 8~10+ pages (cover page is extra). Submit both a digital copy (on a floppy disk) as well as a print copy. DUE: Friday, July 12, 2002 by 5:00PM.

- **Information:** Your information sources can be in any language, but your paper must be in English. Your white paper information must fulfill the following reportorial categories:

- What is the issue?
- Why is it important for people to know about this issue?
- In what ways does this issue (directly or indirectly) affect:
 - a) you and your peers (you must query 25% of the class members about your topic/issue)
 - b) the business world, government, or society of Japan
 - c) the international community (and Japan's relation to it)

- **'Rules' of reporting:**

- a) information must be presented clearly (direct/indirect speech forms: format will be provided)
- b) information sources must be cited (citation format will be provided)
- c) information must be gathered from each of the following sources:
 - Internet
 - Peers
 - Other professionals
 - Books
 - Newspaper, journals or magazines (print or digital)
- d) direct quotations: no more than 20% per page (app. six lines)
- e) document line format: 1.5 (MS Word)
- f) graphics: no more than 25% per page
- g) font style: 12pt. Times or Times New Roman throughout

- **Oral Abstract:** Each paper must be accompanied by a 1~3 minute oral abstract

- **Evaluation:** *The 'white paper' is a non-graded activity.* Think of the creation of this 'white paper' as an *educational activity* that will help you develop skills rather than a *graded school activity* that will give you points. The quality of your white paper will show how well you followed the criteria and activities of this project.

Appendix 3: Why a White Paper (memo)

I dislike busywork. I dislike doing it, and I dislike giving it to students. I think that busywork has very little *learning* purpose. Last year in the MALL you worked hard at learning how to use English, the computer, and the Internet. I believe that you had some chances to learn and practice some useful English and technical skills and learn some important information about the world and about yourselves. I hope that is was not all busywork to you. This class activity will not be busywork. It will be about *learning by doing*. I want it to be useful for your life.

For the 1st semester of your second year I have created a "White Paper" project for you to struggle with. I want to give you a *learning* project that will be...

...useful for your *personal life*:

I want you to look deeply at an issue that is concerned with the well-being of your country. Because you are part of this country's future, I believe that it is important that you understand the present "health" of your country. Not busywork. *Learning by doing*.

...useful for your *student life*:

I want you to use *various* media to look deeply at an issue. I think too many people these days use *only* the Internet (because it is quick and easy), and so understand only the headlines about issues. Also, I know that you will have either an English or a Japanese seminar class next year. You will need to make reports in those classes. I want you to learn how to search for information, organize it, and comment upon it for an academic audience. Not busywork. *Learning by doing*.

...useful for your *career life*:

Students, we/you *exist* in an **information society**. *All* of you will need to "use information" in the future--create reports, summarize data, research topics, make memos, communicate *your* ideas about various issues--*every day*! I believe that this White Paper activity will give you chances to *practice* these points. Not busywork. *Learning by doing*.

It's about doing something for educational value not point value

Appendix 4: Semester one 5-item questionnaire

Below is the 5-item questionnaire that students completed at the end of the first semester course, which is followed by the student responses to it. The students were required to remain silent during the activity (except for teacher-questions) and leave the room upon their completion of it. Students were given the last 90 minute session of the class to complete this questionnaire. While the directions state that it was a graded activity, it was presented to the students as a Pass/Fail activity. In the interest of formatting, the actual spacing between questions has been reduced here.

Name:
SN:
Class:
Professor Cholewinski
11 July 2002

Directions: This is the final graded activity of this class. It counts for 20% of your final class grade. This is a silent exam. You must use a ball point pen. If you make an error, ~~cross it out~~ and continue. Please give answers for the following questions using your best English ability. You may write on the back of this sheet.

1. This was not a 'lecture' class. This was an 'experience by doing' class. This means that the teacher did not 'feed' you information, you had to struggle with the language, the concepts, and tasks mostly by yourself. What are your thoughts about this kind of learning experience? *(Please take some time and give a detailed explanation)*

2. For you, what kept you motivated during this project? *(Please take some time and give a detailed explanation)*

3. This project had many parts (layout, English, research, presentation style, working together, and so on). Which part(s) had the most *value* for you? *(Please take some time and give a detailed explanation)*

4. How has your thinking *about yourself* changed since working on this project? *(Please take some time and give a detailed explanation)*

5. How has your thinking *about communication* changed since working on this project? *(Please take some time and give a detailed explanation)*

* Please give any extra comments, complaints, or suggestions about *anything* related to this class.

Appendix 5: Student feedback comments

The comments below are organized to provide an overall understanding of the percentage of students who held a particular view, as well as an understanding of the richness or intensity of their reply. Nearly all of the comments reflect positive responses about the course experiences, which is admittedly odd. However, the comments have been in no way edited or censored from their original written form. There were many very similar if not verbatim comments and sentiments. I felt that the strength of the commentary lay more in the way that the students expressed themselves about particular aspects of the course or themselves rather than in the percentages who answered in any given way, and so I arrange the comments according to how I felt they addressed the theoretical and structural themes inherent in the course. The comments are divided into three sections:

- a) Perception of class environment: p. 42
- b) Perception of engagement: (Relationships: competition with self, partner or others; help: personal support, skill; Content choice, pace, project length; Deadline/grade) pp. 44ff
- c) Perception of personal skill and values development: (Relationships: responsibility, worth, necessity; Knowledge: content, learning; Skills: technical, language; Pace) pp. 47ff

The number given for each student comment corresponds to the questionnaire item.

Perception of class environment

1• I think that this kind of learning experience makes us active. Because every time Japanese student was fed by teacher in our school life. There was no meaning if we have interest about the activity or not. So, I feel many Japanese students are too passive. So this experience was very useful for me because I could learn about many things which I want to know. There is a freedom but at the same time, we have to have a strong responsibility.

1•I think this kind of learning experience is useful for us to cultivate ourselves. Teachers seem to cram students. But we don't often reflect and practice what we learned in our daily lives. I think this project gave us good chance to become accustomed to do them. I think it's very important to carry out in practice what we have learned as well as doing in this class.

1• In a lecture class, if we pretend to listen to a teacher, the class will be over normally but we cannot do that in this kind of class. The task will not be finished till we consider about it seriously and try to do our best. So this kind of task is very difficult for us but very good for us.

1• I think it's a very good way to learn and to study, because the recent classes have only lecture which teachers explain the contents. So, I think we can't learn what we really should do for the future. Therefore, doing or learning like this project is for me to experience.

1• It was good because I could learn more deeply. Researching and thinking by myself is better for me than being taught and being fed. In my childhood, I questioned to my parents about the things I didn't know but they would not tell me easily. Then I revolted at them, but now I want to thank them.

1• The direction of learning by myself was very beneficial to me. Personally, I don't forget things that I struggle with pain. I think to learn by doing goes into the head. Besides, it is rare to have this kind of learning experience in Japan. It might be common in the U.S. But in Japan the teacher always stands in front of the students and just tells us something. So I think this is good way of learning something. I was lucky to have this experience. Because this way of learning gives me many opportunities to think about. I think imaginative power and creativity increased by doing this.

1• Learning experience can be much harder than what we call lecture class, but to struggle with the difficulties of language, translating and more than anything, to put ourselves into the situation of doing things by our own or even trying is very important for us in learning.

1• I think Japanese education system tends to give students what we should do, so this experience like thinking what we want to do was very difficult for us but important and necessary. Japan should adopt this system little by little. Thinking is extremely important for human beings.

1• I like this type of learning. Through this project, I was able to know many useful information and to improve myself. I think this type of learning is useful for me to study something because I have experiences. This 'experience by doing' class is better than study by being fed something.

1• This class is very important for me. When I was a freshman, I thought every class was a 'lecture' class. I thought I was always passive. But it's not independent. To learn things is few. This class makes me more active. To struggle with the language is so hard for me. But I know it's interesting. Japanese information is different from English information even if it's the same resources. The different information gave me many impressions.

1• I think this way of learning experience is wonderful. It drives us powerful to thinking our own opinion. Always teachers gives us so many information. It's good. It's also important. But in this project, I found it is most important to doing by myself. It was so heavy and sometimes tired for us. But finally we get our own opinion.

1• This learning experience was interesting for me. I have never expected that I can have this kind of activity in Japan. I think or I know that most of the Japanese college education systems are boring. So

this learning experience was fresh to me. This class's activities have built our English skills and personal possibility.

1• I think it is very important and valuable. Because to do the work which given by teacher is the same as high school student and junior high school student. Now that we are college student so I think we should think by ourselves and get our own opinions.

1• I believe this kind of learning experience is good because choosing the topic by myself made me be into the project. Although I have to gather lots of information by myself, I can expand my knowledge by gathering the information. It's easy way to remember something. The assignment I was given before sometimes wasn't interesting for me and it doesn't motivate me. But this kind of learning experience can work on with interest so I'm not tired of doing.

1• I like this system. I prefer to do ourselves than be said by teachers. Because I want to try to the project only our effort. But I think that this is very difficult for us to try to do the project with only our effort. If there are things that I can't understand only my knowledge, but unite my and my partner's knowledge, we can understand. This project is very hard but it is very worthwhile project, I think.

1• Actually, this learning experience was very hard for me. I spent lots of times to do and I worried about how will I develop this white paper every day. But it was a very good opportunity for thinking about Japan's society and myself. I could understand how shallow our thinking is and how Japan faces lots of problems. I think, if there were no learning experience like this, I couldn't try to do my best for something. This experience gave me a lot of things that would help me from now on.

Perception of engagement

Relationships: competition with self, partner or others; help: personal support, skill

2• My partner kept me motivated during this project. I couldn't finish this project if I worked alone. Helping with my partner would be precious experience for me to do everything, and I want to do projects like this.

2• I always felt my partner and my classmates did so each project hard. They made a great effort to finish their projects. So their efforts made me keep motivated, I think. Their efforts made me work hard to finish my project.

2• It is responsibility. If my partner did not do this project, I must do. And if I lost my motivation, it means that I put my partner to trouble. This situation motivated me.

2• My pair (partner) worked very hard. So I felt sorry that I didn't work more than her. And I didn't want to fall behind her. Perhaps it grew up the feeling of competition fro her without notice. So I think this kept me motivated, too.

2• One is that people in this class. In each class, everyone tries really hard so that made me to do my work properly. The other is my partner. We helped each other and sometimes shared the difficulties on this project. So that motivated me in good way. Environment surrounding me such as people, or relationship is really important to be successful on this project.

2• I don't want to lose my partner. Of course my partner was good, but I want to get more information than her. This reason kept my motivation. Moreover, my friends idea and opinion kept my motivation too. To compete with someone, it made me more active.

2• First of all, they are my partner and classmates. They gave a lot of advice for me. And we told each other 'let's try to do our best'. Secondary, I could achieve this project because I had a strong decision to complete it.

2• I was motivated by my partner's working. My partner, Yukiko, studied very hard and her description was very good for me. Another thing is deadline. I was studying very hard in a hurry in case of failure. In fact, because of two people's working, I am likely to submit this project paper to you on time.

2• My partner's effort and my teacher's message kept me motivated, because when I got tired to continue to do this project, I saw my partner. She worked very hard, so I thought that "I have to do like her not make a nuisance of myself."

2• My friends who do not stop their effort. Their enthusiasm inspired and motivated me a lot. I felt that if we get hard work "we" can develop our skills.

2• My partner kept me motivated during this project. My partner and I always worked together and shared information so I'm not tired of doing this project. In reverse, working together gave me pressure. If I worked on this project, I would trouble with her. It kept me motivated.

2• My motivation to do this project depended on my partner and hard working person around me. When I was sunk in apathy, my partner worked hard and gave me drive. Seeing her and hard working person, I thought "I must work hard."

2• My partner supported me very much. When I was shiftless, she encouraged me. When I hesitated which grammar I would use, she told me exactly indication fitting the sentence. If I didn't make pair with my partner, I would give up this project. By the grace of her, I could get feeling of achievement.

2• I didn't want my partner to bother. I can't write and read English correctly. I thought that. My partner is Ironside. So I worked hard to do. And of course, I'm interested in my topic "The decline of Japan's Birthrate." I like children. And I want a child in my future. So we should know this topic.

2• It's my heart that I want to fulfill my responsibility for my partner and carry out this project to the end. I enjoyed because I have never working together.

2• The existence of partner. It kept me motivated during this project. Working together caused us encouragement to do white paper.

2• It's difficult for me to keep motivated all the time. But, I always try to hear another opinions. When I got lost, I visited special (diplomacy and society) professor's office. He advised me many things. It kept me motivated. On the other hand, I always compete with my friends. I am unyielding. I want to get value things in this project.

Content choice, pace, project length

1• I believe this kind of learning experience is good because choosing the topic by myself made me be into the project. Although I have to gather lots of information by myself, I can expand my knowledge by gathering the information. It's easy way to remember something. The assignment I was given sometimes isn't interesting for me and it doesn't motivate me. But this kind of learning experience can work on with interest so I'm not tired of doing.

1• I think this kind of learning experience is good for me because I studied about this topic for a long time, so my idea became deep gradually. And I could do this project on my pace. I had been always confused every subject last year, but in this term, I could contemplate this project.

1• I think that the difficulty of assignment is different in each person, because we can choose the levels of our assignment. For example, if I was sunk in apathy, my assignment would be ill success. In the opposite, if I was motivated by it, my assignment would be nice one. This kind of learning experience reflects our drive, I think.

1• I think good about this kind of learning experience because we can study a project for a long time. So I can have concentration. I can have composure.

2• I didn't need to effort for keeping motivation especially because I chose a topic which I have great interest. Moreover, to talk about my topic with my peers, I could know about many idea and way of thinking. These things make my project more valuable! I really enjoyed this activity.

2• I'm interested in baseball and economics and you allowed us to select a theme freely. So, I could get to work with joy. Right which we can select kept me motivated. I could know more about baseball and economics and their relationship in Japanese society.

2• First of all, the topic was free and I could pick up what I have an interest. If the topic was already chose by the professor, I would have some interest in it but I wouldn't be really into it. Therefore, I could spend this whole semester to work on this paper. That's why I could concentrate. Another thing is that my paper is going to be on the Internet (homepage). It really kept me motivated. Because I'm really

pleased that many people read my paper. Even though my professor gives me some advice, there was no information given by him. So I gathered many information by myself and I could use any media. This thing also gives me a motivation.

2• I was just immersed in this project. I'd thought that I really could not do this project because I had to write over 8 papers (pages), but as I do it step by step, I became it to be interested. I wanted to know about it more and more. I thought it is not just an assignment but a challenging project.

2• To tell the truth, there are two reasons. One is because this project is the grade of this class and the other is because I have interest in the topic I chose. If it were not for the grade, I won't do in the semester because I have less time. I'll do when I have much time, like during the vacation....well, I'm not sure. And if I didn't have any interest, I couldn't search deeply and give up half way.

2• Sometimes I became to hate this project, or tired to think about many things, but when I found an article or TV news about my topic I noticed I really interested in it and I want to know more about it. It kept me motivated for along time to finish this project.

2• The longer I took time to do this project, the more my interests increased. And the harder I did, the more my abilities improved.

Deadline/grade

2• To tell the truth, there are two reasons. One is because this project is the grade of this class and the other is because I have interest in the topic I chose. If it were not for the grade, I won't do in the semester because I have less time. I'll do when I have much time, like during the vacation....well, I'm not sure. And if I didn't have any interest, I couldn't search deeply and give up half way.

2• Truthfully, what kept me motivated the most is the day of submission. First, I started my work with feeling that I don't want to fail this class. But when I made a graph, I felt it's interesting.

2• To tell the truth, a little I thought I was doing for the credit. But it was very important topic for Japan and all Japanese. From when I thought so, I could go ahead this project with my effort. So the thought for Japan kept me motivated.

2• I kept motivated during this project because this assignment have time limit. My partner have done it early. So I tried to catch up her.

Perception of personal skills and values development (Relationships; knowledge: content, learning; skills: technical, language; pace

1• I think this kind of learning experience is useful for us to cultivate ourselves. Teachers seem to cram students. But we don't often reflect and practice what we learned in our daily lives. I think this

project gave us good chance to become accustomed to do them. I think it's very important to carry out in practice what we have learned as well as doing in this class.

1• This kind of learning is very important because after we graduate, we'll work same business in company. Society ask us to think, act, grow up by ourselves. We could select and work our subject hard, therefore, this was good experience, I thought. Please continue this kind of class sometimes.

1• It was difficult to learn by experience, because I didn't know nothing. But according to my researching by myself, I could know about my topic, and according to knowing my topic, I could have confidence about my topic. I worked on this project, then I found how important it was to learn by experience.

1• I think that this kind of learning experience makes us active. Because every time Japanese student was fed by teacher in our school life. There was no meaning if we have interest about the activity or not. So, I feel many Japanese students are too passive. So this experience was very useful for me because I could learn about many things which I want to know. There is a freedom but at the same time, we have to have a strong responsibility.

1• I think this kind of class is very good for us to learn English and have our own idea. By doing like this, we can think deeply. But this class is kind of difficult for me. I have to think what should I do. I have to search about own topic in a large number of information. I spent many time for this class. But I think this kind of learning experience benefits us.

1• I think this kind of learning experience is valuable for me ultimately. I can learn learning suggestions in English from you. So I mean I can learn learning hints and also English from you. I think your class is hard and difficult but I like your class very much. I could train my ability of thinking by myself

1• I think it's good for all students and me. Because students rarely study and think deeply every day. And there are such a class like this class not so many. Of course, every time I thought "it was very difficult for me". But it was wrong thinking. I was just lazy. I experienced to create by myself from this class.

1• I think it was very good experience. All we need in this class was that to have strong will to accomplish the project. This means if we work hard, simply we can get various things from this project. Besides, we can search about what we are interested in so we can work much harder.

1• Actually, this learning experience was very hard for me. I spent lots of times to do and I worried about how will I develop this white paper every day. But it was a very good opportunity for thinking about Japan's society and myself. I could understand how shallow our thinking is and how Japan faces lots of problems. I think, if there were no learning experience like this, I couldn't try to do my best for

something. This experience gave me a lot of things that would help me from now on.

1• This kind of learning experience is difficult, but very good for me because I could make great progress with my English and get confidence by doing by myself. Of course, I think 'lecture class' is very important because I can get knowledge from teachers. But, in this semester I had the chance to achieve one project by myself taking a lot of time. I could exercise my ability of thinking.

1• This class is very important for me. When I was a freshman, I thought every class was a 'lecture' class. I thought I was always passive. But it's not independent. To learn things is few. This class makes me more active. To struggle with the language is so hard for me. But I know it's interesting. Japanese information is different from English information even if it's the same resources. The different information gave me many impressions.

1• I thought it was hard for me to "experience by doing." I always should have my own idea against a problem and need patience. But from this class, I have learned importance to dealing with and thinking about problems deeply. They gave me a chance to face myself (my own heart). That gave me precious experience.

1• I think this way of learning experience is wonderful. It drives us powerful to thinking our own opinion. Always teachers gives us so many information. It's good. It's also important. But in this project, I found it is most important to doing by myself. It was so heavy and sometimes tired for us. But finally we get our own opinion.

1• I like this system. I prefer to do ourselves than be said by teachers. Because I want to try to the project only our effort. But I think that this is very difficult for us to try to do the project with only our effort. If there are things that I can't understand only my knowledge, but unite my and my partner's knowledge, we can understand. This project is very hard but it is very worthwhile project, I think.

1• I'm proud to experience this kind of learning. Because it was very difficult to put together much information and make English to felt myself. But I could have actual feeling that it was studying. I think that I was given various influences by what to accomplish this project.

1• First, I was puzzled by this project. Because teacher did 'feed' me what should I do in a freshman. (like Mad Cow Disease, terrorism). So I have to decide everything by myself. I became to think about (pay attention to) Japanese people, society, economy. And I struggled with English.

1• It's good for us because it's sure to be useful for us when there're tasks and problems that should cope with by ourselves. It becomes practice for such a case. It's like an ounce of practice is worth a pound of theory.

1• The first, I feel acutely that this class is beneficial. Especially, in this time, I elaborated a book on all points. Tackle of my own

motion and fulfillment gave me confidence. I had been busy as a bee, but I led a full life.

1• I really think that this class benefits me. Thinking, researching, summarizing, typing and everything all on my own were very effective for me. I feel that I learned not only English, using a computer and about my topics but also the way to learn. And I thought that it was important to learn anything the hard way.

1• The direction of learning by myself was very beneficial to me. Personally, I don't forget things that I struggle with pain. I think to learn by doing goes into the head. Besides, it is rare to have this kind of learning experience in Japan. It might be common in the U.S. But in Japan the teacher always stands in front of the students and just tells us something. So I think this is good way of learning something. I was lucky to have this experience. Because this way of learning gives me many opportunities to think about. I think imaginative power and creativity increased by doing this.

2• The topic we chose is "Education." Actually, we want to be teachers in the future. Till now, we were in standpoints of receiving "education" as one of students, but from now, we will stand in the educational place from standpoints of giving "education." So, we need to see "education" again from two views. We have already known it as students, but don't know it as teachers. So we have to know it.

2• I have been believed that this class is very useful for my future. Because it is important to get knowledge about social problem and think about it deeply. This is what kept me motivated.

2• I always have strong will to achieve my project. Though it was hard, but I had believed that everything will be part of me as my knowledge. And it will lead to my confidence someday, I thought if I did my best, I would have get the results of my labor.

2• An investigation idea make me motivated. When I have a word that I can't understand, I researched the meaning of the word. Then I can understand the meaning of the word and can understand meaning of the phrase. So I can understand the meaning of the sentence. I think this process is very important. Because it is wrong that I keep the knowledge what can't understand a word.

2• These days some people try to study other countries without knowing or understanding own country. But I think if people want to study other countries, people should know and understand own country very well. At least I hope to do that because I want to know well each other. So maybe this reason gave a strong motivation for me.

2• I thought that I can have firm thinking by this project. It became a strong point to me. It's my motivation. actually, when I achieved this project, I was given various influences by what to accomplish this project.

2• I wanted to apply myself to this project because I've decided that I would do a best white paper as much as possible. The fact is that there

was nothing else which motivated me during this project. I did this project for my life. There were lots of things that troubled me, but I didn't feel like quitting. I could continue to have a strong will that I accomplish my mission absolutely.

2• My decision to improve my English ability and IT skills and to cultivate myself kept me motivated during this project. Working together with my partner also kept me motivated because I had to fulfill my trust to complete our report. We could support each other, share and exchange each opinion.

2• I'm interested to get new words and grammar abilities. I felt that I could power up and this project plays an important role in our daily life and future life because our topic has a close relation to economy and society.

2• In all honesty, I thought that I tried to work hard, because it's concerned with my grade. But it changed to a feeling that I want to do my best for myself.

2• I received stimulus from my partner during this project. Also, I could discover particular content during examination, so I felt pleasant and motivation came out. I want to investigate many matters and to study more.

2• Many information makes me motivated during this project. I searched for a lot of information from internet or books. In the meantime, I became really interested in this project.

2• My project is "tax". I had never thought about tax and how to use tax, why we pay tax. And I didn't have knowledge about it. But, when I was studying about it, I found that expanding knowledge is exciting. It is my motivated!

2• Or course, at first I thought that I had to do it for my grade. but gradually I had been interested in my topic deeply. And I thought that I wanted to do it perfectly if I did it in any case. So I could do it without hardship comparatively.

Appendix 6: Student White Paper example

This appendix contains a white paper produced by a female student in the *Joho-Eigo* course. The example is provided to illustrate the task and is not intended for pre- and post-course comparison of student output.

Current Problems in K-12 Japanese Education

(Anonymous sophomore student)

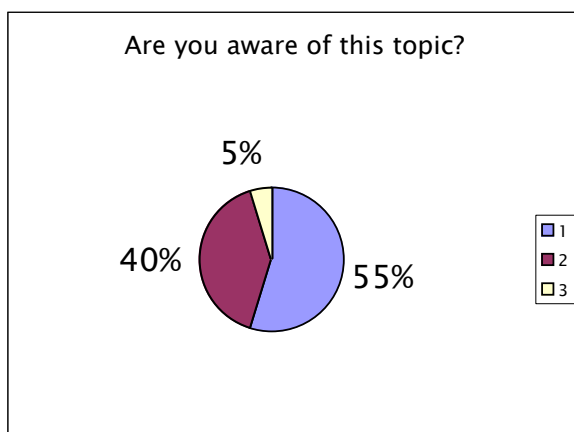
Submitted

12 July 2002

Introduction

After World War II the basic philosophy of Japanese education was everyone had the right or the opportunity to receive an equal education if they wanted it, whether rich or poor. That system was also reformed like the old 6-5-3-3 system was changed to a 6-3-3-4 system (6 years of elementary school, 3 years of junior high school, 3 years of senior high school, and 4 years of university) with reference to the American system (Abe, 2001).

Since then Japan has improved a lot and has become one of the world's best-educated populations. However from about 1980, many problems of education started showing a remarkable increase and they are still increasing. Since realizing education is deeply connected to our society, I decided to search about "Current Problems in K-12 Japanese Education". Young people who are now receiving



an education with many problems will carry on our society in the future. It is obvious that our society in the future won't be bright if we ignore these problems now.

I have inquired of 20 people in class if they are aware of this topic.

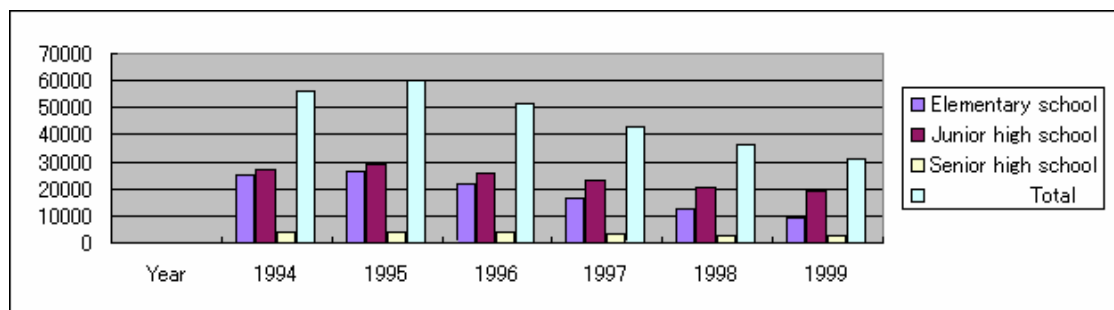
As you see, 55% of people are aware of this topic but 40% of people are not aware of it.

5% of people are not aware at all. Some of them answered that they were indifferent to this topic because they had finished a compulsory education any more and didn't have any children yet.

I think that even those who have finished receiving an education or don't have any children cannot say that this is not their business. I believe that this topic is very important to every nation and we all have to consider how we should deal with this problem because this will affect our future badly if we don't make an action now!!

Bullying

Bullying means that attacking someone who is weaker than you physically and mentally constantly and giving great pain wherever in school or outside of school (Yasuda, 1997).



The number of bullying incidents

As you see the numbers of bullying incidents are decreasing a little year by year, however it still keeps on a high level (Sugita, 2002). So we still have to think about this matter as a serious problem. I will show you the graph that shows the percentage of parents and teacher's awareness of bullying.

	Elementary school	Junior high school	High school
Aware	43%	40%	27%
Not aware	57%	60%	73%

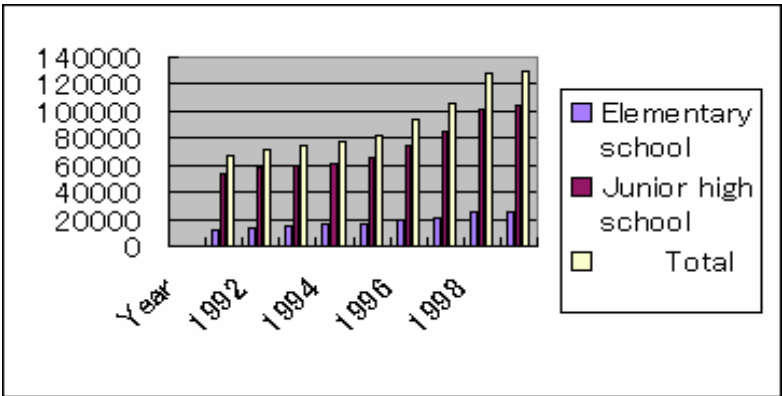
The percentage of parents and teacher's awareness of bullying

As the graph shows, bullying often exists under awareness. You can see that a large number of people are not aware of their children or students being bullied. This is the actual situation we are facing now. It is very important for us to find bullying early to solve it easily. The children must be showing a sign somehow that they are bullied. For example, they talk, laugh or eat less than before. They often spend their time in sickbay or the teachers' room. They are reluctant to go to school or stop going to school. Even when it is difficult for you to judge whether your child is bullied or not., if you notice something wrong with him, you should think he is bullied. Indeed, it is difficult for only teachers and parents to notice these

signs from children so they should ask their community to cooperate with them. When you deal with bullying, it is essential to make a firm connection between school and parents and community. Needless to say, it is very important to make strong bonds between teachers, parents and children. Teachers have to confirm the fact of bullying and think about a cause of it with the children. They also have to make the children who bully understand the feelings of the children who are being bullied. They also have to make them understand this bullying is a very big issue that infringe upon human rights. In addition, it is also important to teach children who didn't bully but see it these things as well. Anyway the most important thing is that parents and teachers try not to be unaware of signs from children and if they are aware of one of those signs, they have to try to find the fact and resolve it before it becomes too serious.

Truancy

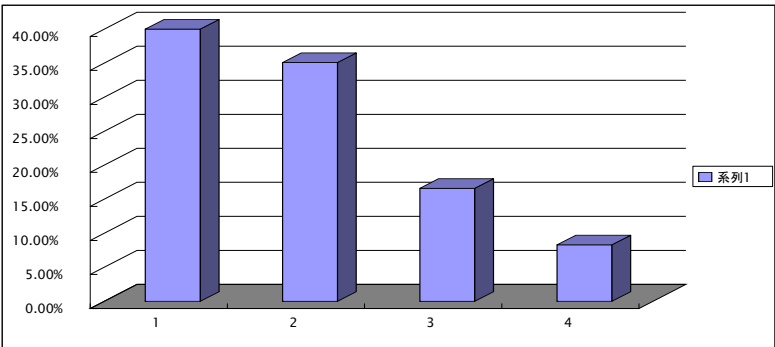
Truancy means that not going to school because of some physical, mental or social causes. Some of them cannot go to school even if they want to (Tyuniti Sunday, 2002).



The number of truants from 1992 to 1998 (Sugita, 2002)

As you see, truancy has been increasing rapidly. I wonder what the causes of it are.

1. School life
2. Home life
3. Problems of themselves
4. Other



The causes of truancy

According to this result, the causes of truancy are classified into “school life”, “home life”, and “problems of themselves”. Also I heard that most of the truants are unstable at any

time and they are always feeling uneasy with everything (Tyuniti Sunday, 2002). However children must be showing a sign somehow.

These are examples of those signs:

1. When they go to school, they start...

- being late for school or coming home early.
- saying that they feel bad like, having a headache or having a stomachache.

2. At school, they start...

- avoiding teachers.
- being bullied by friends.
- being absent from school activities.
- eating school lunch less than before.

3 At home, they start...

- talking to family less than before.
- having a rough tongue.
- washing their hands often.

Even if you find some of those signs or even if children start being a truant, you should not panic and don't make children go to school forcibly. Generally the adults are apt to think it is good for children to make them try to overcome some difficulties. Indeed it is not good to duck from problems soon before trying to overcome them because it makes children who always escape from anything difficult. However it is not always good either to make children try to do that hard because it could lead to a big problem such as domestic violence or committing suicide (Hosaka, 2000). As I mentioned on the bullying page, it is very important to try to resolve the problem in the early stages. In order to do that, teachers and parents have to watch children carefully so that they can find some signs from them. Then they have to consider what they can do for them before it gets too serious. As I said, teachers and parents shouldn't blame children for not going to school. School cannot be suitable for every child. There are many ways of studying and living well without going to school. The adults have to have these thoughts and let children take a rest sufficiently. Then children will start going to school again or finding another way of living by themselves.

Domestic violence

Domestic violence means that children attack their family with violence. It is a kind of peculiar problem in Japan. This problem seldom occurs in other countries, the West, Africa,

and even other Asian countries because generally people over there think that if children hate their parents enough to physically attack them, they have the option of just leaving home (School board of Toyama, 2001). In Japan, it often happens to children in their adolescence, which means between thirteen to sixteen years old and it often starts from truancy. Ultimately they start staying indoors treating their parents as their slaves by violence.



They are old enough to express their feeling by mentioning, but why do they use violence? What are the causes or the triggers of that? It is very difficult to pump them from children because of the weakness of relationship between children and parents or teachers. Some of them don't know the cause of it even by themselves or cannot explain it well. However according to some children, the trigger of it is "being hurt their pride". Most of that happens in school so they start not going to school to not be hurt their pride. It leads into truancy and then parents begin to say to their children "What would you do if you don't go to school!" or something like that. Then they start attacking their parents who force them to go to school and get back their confidence that they lost or was hurt in school by doing that (Kawatani, 2001).

As I said, on the truancy page, parents shouldn't ask or blame their children why they don't go to school because sometimes children don't know the reason of it even by themselves. Moreover it could put pressure on those children. The parents should let children take a rest for at least two or three weeks. However don't forget that children are the ones who will solve this problem. Actually there is nothing that parents can do. The only thing that they can do is to support their children's heart. They should try to make a warm atmosphere at home so that children can feel comfortable and take a rest sufficiently. Indeed it is difficult for adults not to say to children about school but there are many ways of living well in this world without going to school, so it is not always a good idea to intrude the parents opinion on children. What is important is that to communicate with children well and have a good relationship with them.

Violence of committed by teachers

The Fundamental Law of Education of Japan is that though the teachers need to add castigation to the students, the teachers must never get physical with the students. 90 percent of students who received violence have an antipathy for teachers, and if students have a chance, students consider a revenge for teachers. The most important reason why teachers

must not get physical with students is that this act may make students injured or at worse, it may bring death. Japanese newspapers sometimes tell about such a matter. As the actual conditions, The reasons why teachers get physical with students are thing left behind, homework failure, late, bad attitude, possession of a prohibition thing, unsuitable hairstyle and appearance for school and so on. Teachers give such students a slap on the cheek, or hit by something. The following graph is a graph of teacher's age of getting physical with students in 1996. I can see that there are many teachers of violence in junior high school of the time when children have grown up greatly. Also, it was a result that there are many teachers of violence in young teachers (especially 25~29 years old) who have got used to teaching rather than the elderly teachers.

Teacher's age of getting physical with students						
	under 25	25~29	30~34	35~39	40~44	45~49
elementary school	12	17	12	7	13	15
junior high school	15	57	40	31	25	20
high school	10	40	42	26	15	9

That makes them lose the relationship with confidence, and instruction and assistance are not formed. The figure that both cooperates and makes a living induces reliance to each other, and teachers have to understand students in sympathy. Accepting the dignified nature as human being of children and securing human rights are very important.

Of course, parents need to think about violence committed by teachers. All children answered that they don't tell parents or other teachers an experience and witnessing of violence. So, many parents can't know about violence at school. Parents should have their eyes of a severe criticism and observation to school and teachers, and make school that does not need violence. Also they should have the thought that refuses violence and the education with the idea (The meeting of protecting children's right, 2001).

Now it is blamed that a school has a lot of rules, so there is no brightness. Improvement of a school is called for. A teacher and a student will have to make progress having confidence and courage and believing that it is the first step of reform of the educational system to exterminate violence.

‘Five-day school week’ system

‘Five-day school week’ system is popular in the U.S and European countries. As following their example, Japan’s school education law was revised and its system started as well in Japan!! I will explain about it. I think some problems will develop because of this system, but there are also good points of this system.

First of all, children will be able to get social experiences. Such as working as volunteers and assistants in elderly houses. And government should make some place and the opportunity of playing freely for children to help the civilizing of youngsters. These experiences will make students have ability of thinking or learning of their own motion (Saku, 2002). Secondary, students will be



able to receive special lessons of English conversation and some other interesting subjects. Like the right picture, in fact, a science museum opens for children for nothing. Children are enjoying observing something. As you see, children can learn their favorite things. Thirdly, children will be able to spend time with their families; especially time with their fathers will be more possible. This system has the aims of making students of great individuality and fostering a pregnant human nature in the life.

On the other hand, a lot of parents oppose this system because strolling children in the street and children who are playing in an amusement arcade would increase. In addition, by a new course of study, thirty percent of study content was reduced in junior high school and high school. And especially, junior high school students are losing interest in math and science. Japanese education will have to change the way to let students enjoy more practical experiments in any area. So, a lot of parents are anxious that children’s level of scholastic attainments may go down. But by this problem, most cram schools would start on Saturday as well. Now cram schools are popular in Japan, and more than a half of junior high school students usually attend there two or three days a week after leaving their regular school. So, cram school will be good business, and very competitive (Sugita, 2002).

Like this, there would be 2 groups: children who study hard and those who do not study. It is very anxious matter. In my opinion that modern Japanese education hopes that children should study something on their own responsibility and not compulsory. I think it is important

for children to be highly motivated.

In the future, children should take good advantage of this new system, and they have to make the most effective ways to spend Saturday. Local governments have to plan what to do for children. For instance, local governments should give children their life experience by cooperating with communities, volunteer groups and some others. And public schools have to think the best way to raise children's level of scholastic attainments.

Conclusion

Through this project, I thought a lot about the problems in the Japanese education system. Then I realized that communication is deeply connected to many of the problems, especially on this topic.

Researching about bullying, I was surprised to learn that many parents and teachers are not aware that their children and students are being bullied until it becomes serious. This is also true with the problems of truancy, domestic violence, and violence committed by teachers. I think the reason is that there is not enough communication with the children. It means that they tend to miss small signs or shifts in personality. Even if they recognize those signs or changes and try to talk to their children about that, the children are often reluctant to be honest and open. Again, it is because of the weakness in the relationship between them that was caused by defective communication in daily life.



As the for new school system of a five days week, I think a lot of problems will come up, such as children's level of scholastic attainments might go down, the children who don't study but hang around might increase. It means the way of spending time on the weekend will be important. Needless to say, the parents should have more chances to communicate with the children than before. Moreover schools have to think measures to make classes more attractive so that children can be motivated to study harder and their level of achievement won't go down (Satou, 1999).

As you see, communication between adults and children is really important to every problem because it foster a good relationship and helps children when they face those problems. I also think that unless we all have to consider a lot about the problems as our own problems and try to think how we should deal with them, our society won't be better or bright.

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**AUTHENTIC ACTIVITY, PERCEIVED VALUES AND
STUDENT ENGAGEMENT IN AN EFL COMPOSITION COURSE**

MODULE 2

**LITERATURE REVIEW AND RESEARCH METHODOLOGY
FOR EXPLORING CHANGES IN STUDENT VALUES & ENGAGEMENT**

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Module 2 submitted to the
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ABSTRACT

The purpose of Module 2 is to continue Module 1 research into learning environments modeled upon constructivist and self-determinist principles (*authentic learning environments* (ALEs)) and Japanese learners' perceived values and engagement when participating in them. The study has several objectives: To ascertain the values learners assign to ALEs and the reasons why they ascribe them; to ascertain the values these learners assign to instructor and peer relationships; to ascertain the relationships that exist between the values these learners assign to ALEs and the learners' propensity for engagement; and, to bring to light what potential such knowledge might hold for educators in Japan and beyond in their attempts to develop more functional curricula for learners. Due to organizational considerations in modular dissertations, the primary focus of Module 2 is on providing a comprehensive review of the literature relevant to this research.

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List of abbreviations

1. Authentic learning	AL
2. Authentic learning environment	ALE
3. Action research	AR
4. Computer-aided qualitative data analysis	CAQDAS
5. Cognition and Technology Group at Vanderbilt	CTGV
6. English as a foreign language	EFL
7. Extrinsic motivation.....	EM
8. Information and communication technology.....	ICT
9. Intrinsic motivation.....	IM
10. Information technology	IT
11. Second language	L2
12. Project-based learning	PBL
13. Qualitative data analysis	QDA
14. Self-determination theory	SDT
15. Zone of proximal development.....	ZPD

Constructivism does not claim to have made earth-shaking inventions in the area of education; it merely claims to provide a solid conceptual basis for some of the things that, until now, inspired teachers had to do without theoretical foundation.
--E. Von Glasersfeld (1995)

1 INTRODUCTION

1.1 Introduction

With few exceptions, Japanese nationals entering university in Japan are products of a nationally organized, primarily traditional-style, secondary education pedagogy dominated by high school and university entrance examinations (see, Ballard, 1997; Becker, 1990; Benson, 1991; Hess, 1991). During the course of their 6 years of secondary education, students develop a range of knowledge and skills that allow them to perform in this learning and examination environment. Those who excel increase their chances of attending more prestigious institutions. One can expect to find diversity within this group of learners, although some generalizations about them can be made in terms of classroom behaviour, learning styles, and motivation, due to the rigidly-structured, highly standardized nature of the 6-year secondary education period, an example being an oft-documented tendency against independent expression of opinion or action (see for example, Cheng, 2000; Doyon, 2000; Jackson, 2002; Tsui, 1996). A problem that arises from this situation for learners is that many of the skills and techniques that served them well in their secondary education are not well-suited to the *authentic* learning environments (i.e., those based on constructivist-principles, see 2.2.3.2) they are increasingly likely to encounter in today's Japanese universities. Learners are largely responsible for making the transition from the traditional-style learning environment to ALEs without the benefit of experience or formal preparation. Conversely, this situation finds many university instructors offering authentic-based curriculum to learners

who have had few opportunities to develop the skills needed to participate effectively in such environments. As an instructor who teaches authentic learning-based courses peopled with such learners, I am acutely aware of the difficulties that can arise for both learners and instructors when they are required to participate in such courses. As there is a movement in Japanese universities toward more authentic-based instruction (Monbusho, 2001, 2003), I feel there is a need to investigate instructional methods that show promise toward facilitating learners' efficient and effective learning in such environments.

Module 1 described my initial experimental enquiry into this predicament. Module 1 consisted of 2 parts, a pilot study of an IT-based EFL writing course structured around constructivist and self-determinist principles, and, a description of a basic theoretical framework that emerged from my research experiences in that course. My analysis of student responses to this course reinforced my belief that these principles hold rich potential to address this predicament, and have occasioned the research in [this] Module 2.

Module 2 will continue Module 1 research into authentic learning environments (ALEs), which focuses on the perceived values and engagement that Japanese learners exhibit when participating in them. Due to organizational considerations in this modular dissertation, the primary focus of Module 2 will be on providing a comprehensive review of the literature concerning elements relevant to this research. Module 2 will then conclude with a summary of the module and outline the sections pertaining to the methodology, phases of analysis and the resultant findings that will be discussed in Module 3.

1.2 Research aims and objectives

At the conclusion of Module 1, I stated 4 research questions that I believed would guide my development of a comprehensive understanding of the relationships that exist between ALEs and the perceived values and engagement of Japanese learners who participate in them. Those questions, adjusted to reflect my growing knowledge of this theme, are as follows:

- *Do authentic learning environments influence Japanese learners' perceived values about learning environments? How and why?*
- *Do authentic learning environments influence Japanese learners' perceived values about instructor and peer relationships? How and why?*
- *Do the values that Japanese learners ascribe to authentic learning environments influence their propensity for engagement? How and why?*
- *How can an educator with an awareness of authentic instructional principles adjust engagement factors proactively?*

The study, then, has several objectives: To ascertain the values learners assign to ALEs and the reasons why they ascribe them; to ascertain the values these learners assign to instructor and peer relationships; to ascertain the relationships that exist between the values these learners assign to ALEs and their propensity for engagement; and to bring to light what potential such knowledge might hold for educators in Japan and beyond in their attempts to develop more functional curricula for learners. The focus of the study, then, is on the 'social' characteristics learners exhibit while participating in the authentic learning environment—represented in the values and engagement data—rather than on their linguistic development.

2 REVIEW OF THE LITERATURE

2.1 Introduction

The research in the present study, Module 2, is premised on that conducted in Module 1. The literature review presented here will build upon the nascent literature review presented for the pilot study undertaken in Module 1, revising and expanding coverage of concepts that explain and support the purpose and methods of the present research. It is important to note at the outset that the focus of the present study, though conducted in an EFL composition course, is concerned with *social* characteristics learners exhibit while participating in the authentic learning environment—represented by data on perceived values and engagement—rather than with their linguistic development. Nor does the study aim to investigate pre- and post-production writing abilities. As such, the literature that will be presented here will focus on course design and activities and omit that which is concerned with EFL second-language acquisition theory and practices. The review will begin with a description of the theoretical framework of the study, which will be followed by a summary discussion of the literature for the two primary strands of constructivism, outlining the principle theorists and underlying principles of each strand. Next, I will present literature describing the evolution of the generalized form of the concept of *constructivism*, including the origin and nature of the descriptor *authentic* and its place in the constructivist paradigm and instructional design base. This will be followed by a selection of literature pertaining to the motivational concepts of engagement and values-expectancy. I will then discuss literature pertaining to Self-determination theory (SDT), which will illustrate ways in which SDT concepts can inform instructional design and methods. Following this is a section on literature outlining peer- and project-based learning methods, with final section on literature that defines action research

and discusses its merits. I will end the review by providing a summary of the concepts that make up the theoretical base of the study.

2.2 Theoretical framework

2.2.1 Introduction to cognitive and social constructivist theory

Because the instructional design, activities and analysis employed in this study are grounded in *constructivism*, it is important to understand fundamental aspects of this theory. Constructivism is theory that aims to explain what knowledge is and how it is acquired. The literature reveals that a general set of constructivist learning principles have evolved from the theory's initial development in the early 20th century to the present: a) that learning is an active process; b) that learning is a social activity; c) that learning is contextual; d) that learning consists both of constructing meaning and constructing systems of meaning; e) that prior knowledge is needed for an individual to learn; f) that learning involves language; g) that learning is a longitudinal, adaptive, recursive process; h) that the development of meaning is more important than the acquisition of a large set of concepts or skills; and, i) that motivation is essential for learning (see for example, Black, 1995; Brooks & Brooks, 1993; Brown, et al., 1989; Bruner, 1966, 1978; Fosnot, 1996; Leont'ev, 1978; Newmann, 1995; Piaget, 1976; Resnick, 1985; Vygotsky, 1986). A complete review of the literature on the history of constructivism is outside the scope or necessity of this study. Instead, I will provide a summary exploration of the literature of the two primary theories that make up the constructivist paradigm, focusing on the principle founding theorists and each theory's concept of knowledge, learning, instruction, and motivation. Table 1 below provides a summary matrix of the two main cognitive theories.

Concepts	Cognitive Constructivism	Social Constructivism
Principle Theorists	Piaget, Perry, Bruner	Vygotsky, Dewey
Concept of Knowledge	<ul style="list-style-type: none"> • Knowledge is actively constructed by individuals through a series of internal intellectual stages or steps. 	<ul style="list-style-type: none"> • Knowledge is a product of social interaction (authentic tasks in meaningful, realistic settings).
Concept of Learning	<ul style="list-style-type: none"> • Learning is an ongoing effort to adapt to the environment through assimilation and accommodation. • Emphasis on identifying prerequisite relationships of content. • Emphasis on identifying prerequisite relationships of content. 	<ul style="list-style-type: none"> • Understandings are created by ‘assembling’ knowledge from diverse sources appropriate to the problem at hand. • Learners build personal, situation-specific interpretations of the world based on experiences and interactions, with the potential for development limited to the ZPD.
Instructional Strategies	<ul style="list-style-type: none"> • Links to prior knowledge • Explanations, demonstrations, examples • Schema Theory • Outlining & Concept Mapping • Generative Learning • Repetition • Interactivity • Corrective feedback 	<ul style="list-style-type: none"> • Modeling • Problem-based learning • Scaffolding • Coaching • Collaborative learning
Concept of Motivation	Motivation is intrinsically driven	Motivation is intrinsically and extrinsically driven

Table 1: Summary matrix of constructivist theories

The constructivist paradigm—which is made up of two major strands, *Cognitive Constructivist Theory* and *Social Constructivist Theory*, each with its own core emphases—is complex, with tightly interwoven explanations for phenomena in its many constituent parts. The literature reveals that much educational research and many variations of instructional design that make use of these constructivist principles, or that use the generalized terms *constructivist* or *constructivism* in their titles, co-opt elements from both strands of the

paradigm (see Biggs, 1979; Cunningham, 1996). Project-based learning (PBL), an instructional method adapted for use in this study, is one such constructivist instructional method (see 2.2.8.2).

The development of present day constructivist theory is considered to originate in the work of two early 20th century contemporary epistemological theorists, Jean Piaget (1976) and Lev Vygotsky (1986), whose cognitive theories of learning were developed as reactions to the dominant science of the time, Behaviorism. Piaget's research focused on the *cognitive* nature of constructivist learning, and Vygotsky's on its *social* nature. Numerous related learning theories and instructional methods have since evolved from their initial research (see for example, Social Learning Theory, Situated Learning, Anchored Instruction, Authentic Learning, Collaborative Learning and Inquiry- and Project-based Learning).

2.2.2 Cognitive and social constructivism

Cognitive constructivism is a *structuralist* learning theory that explains how a learner develops knowledge of his or her world through staged, mental adaptation (Bruner, 1960; Piaget, 1970; 1976). It argues that optimal learning environments are those that provide dynamic interaction between instructors and learners, and that have sequenced, recursive tasks that allow opportunities for learners to build a mastery of knowledge and skills through a process of stepped reflective interpretation (Gruber, 1995).

Social constructivism, in contrast, is a cognitive theory of learning that argues that learning is a *situated*, social, and collaborative activity in which learners are responsible for constructing their own knowledge (Vygotsky, 1986). It asserts that optimal learning environments are

those in which a dynamic interaction between instructors, learners and tasks provide opportunities for learners to construct their own knowledge through social interaction with others. Excepting the specifically social aspect of learning, social constructivism shares many similarities and overlaps with cognitive constructivism.

2.2.2.1 Principle theorists

The Swiss biologist, philosopher, and behavioral scientist, Jean Piaget (1970; 1976), is considered the principle architect of cognitive constructivism, with a number of succeeding researchers offering variations on his structuralist approach to cognitive and educational psychology. Jerome Bruner's (1960; 1966, 1996) cognitive constructivist theory, which closely follows Piaget's theory and which has brought many of its ideas into the working education world, continues to have considerable influence on educational research and practice since its development in the early 60s.

The principle architect of social constructivism is the Soviet psychologist, Lev Vygotsky. Vygotsky (1986) and his colleagues formulated a *Sociohistorical Theory of Psychological Development*, which argues that social interaction plays a fundamental role in the development of cognition (Cole, 1978; Engeström, et al., 1999; Wertsch, 1985). As with Piaget, numerous subsequent researchers have developed theories that represent variations on Vygotsky's sociohistorical approach (see for example, Bandura, 1986; Engeström, et al., 1999; Lave & Wenger, 1991; Leont'ev, 1978; van Lier, 2000). It is widely recognized that much of the American psychologist and philosopher John Dewey's (1933; 1944) early 20th century progressive educational reform work, which presaged many of Vygotsky's theoretical principles, paved the way for the widespread acceptance of Vygotsky's works upon their introduction to the West in the early 60s (Lutz & Huitt, 2004; Vanderstraeten, 1998).

2.2.2.2 Concept of knowledge

Piaget's cognitive constructivism asserts that knowledge is a result of a mechanism of self-construction that processes existing mental representations to obtain an equilibrium between the existing mental representations and new environment (Lutz & Huitt, 2004). Knowledge is seen as something that individuals actively construct through a series of intellectual stages or steps (Bruner, 1960; Piaget, 1970) or positions (Perry, 1968) based on their existing cognitive structures rather than as something passively absorbed. Learners use such factors as their existing knowledge, their particular stage of cognitive development, cultural background and personal history, to interpret new information or experience and adapt it to their existing mental representations (Bruner, 1960; Piaget, 1976). In Bruner's (1991; 1990; 1986) more recent work, he has expanded his theoretical framework to encompass the social and cultural aspects of learning, bringing his theory closer to social constructivism.

Social constructivist theory, in contrast, maintains that knowledge is structurally and internally formulated by learners in response to interactions with their environment. Social constructivist theory maintains that because language and culture are the frameworks through which humans experience, communicate, and understand reality cognitive structures must be explained as products of social interaction (Vygotsky, 1986).

2.2.2.3 Concept of the learning process

Piaget (1970; 1976) believes that individuals learn by finding, organizing, and assimilating knowledge into the information they already have. His theory asserts that individuals possess an innate mechanism driven by biological impulse that allows them to interact with, and *adapt*

to, the environment, and that this adaptation is a continuous activity of self-construction. For Piaget, the adaptation occurs through the processes of assimilation and accommodation. As a person interacts with the environment, knowledge is formed into mental structures. When differences between existing mental structures and the environment occur, one of two things can happen: 1) the perception of the environment can be changed to match existing mental structures (*assimilation*), or 2) the mental structures themselves can change (*accommodation*). In either case, the individual adapts to the environment through the interaction and knowledge develops through the adaptation and organization of mental representations (Driscoll, 1994; Lutz & Huitt, 2004). Piaget believes that this active ongoing adaptation produces increasingly complex mental organization, which results in the formation of the adult mind (Lutz & Huitt, 2004).

In contrast to cognitive constructivist theory, in which learning is considered to be the internal assimilation and accommodation of information, social constructivist theory uses social interaction as the framework for all learning and development. According to Vygotsky (1986):

Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (57)

Vygotsky asserts that two levels of mental functions exist, elementary functions, such as sensing, with which we are born, and higher functions, which include self-generated stimulations such as memory, attention, abstraction, and language (Cole, 1978). The transition from elementary to higher mental functions is accomplished through the individual's use of cultural tools, which Vygotsky claims are semiotic in nature (Wertsch, 1991). Such tools are

not inherited genetically, but are instead developed and preserved in our culture as signs, symbols, numbers, musical notation, writing, pictures and, the most universal of all tools, language (Galina, 2004). Children initially develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believes, however, that it is their continual internalization that leads to higher thinking skills. In summary, Vygotsky's social constructivist theory is based upon the view that humans create culture through the use of tools, and culture, in turn, dictates what is valuable to learn and how it is learned. In this view, society (culture) becomes the driving force behind cognitive development. Cognitive development is the internalization of culture (social functions) and the conversion of those social functions into (higher) mental functions.

An essential tenet of Vygotsky's (1986) theory that bears further explanation here is the assertion that each person has an individual range for potential cognitive development known as the "zone of proximal development" (ZPD). In social-constructivist thought, the goal of educators is to promote work that falls within the learner's ZPD and that extends the learner's area of self-regulation by drawing them into challenging but attainable areas of problem solving (Cole, 1978; van Lier, 2000). Wood, Bruner, and Ross (1976), in their elaboration of the role of tutoring on problem-solving behavior, developed a supportive instructional mechanism known as *scaffolding*, arguing that the social context of tutoring goes beyond modeling and imitation and "...involves a kind of "scaffolding" process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (90) (see Figure 1). Since the mid-80s, the concept of scaffolding has been adapted to any number of processes whereby a teacher moves students to independent use of

skills and concepts while gradually fading his or her assistance. Donato (1994) offers a succinct working definition of the term:

Scaffolding is a mechanism whereby in social interaction a knowledgeable participant can create, by means of speech, supportive conditions in which a novice can participate in, and extend, current skills and knowledge to higher levels of competence. (40)

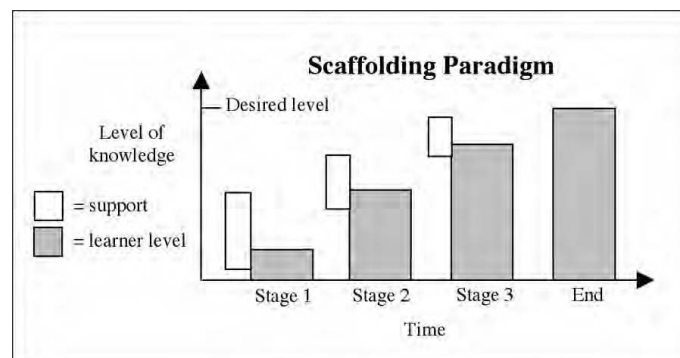


Figure 1: Scaffolding paradigm

Duffy and Cunningham (1996: 183) report that some critics of the scaffolding metaphor claim that its rigid use of structure is ‘objectivist’ in nature and therefore conflicts with constructivism in general. The critics claim that with scaffolding the instructor chooses and arranges the environment to help the learner acquire prespecified knowledge. Duffy and Cunningham (ibid) have responded that scaffolding is not a teaching environment in which knowledge is transmitted, but rather is a learning environment in which knowledge is learned through the process of mediated and collaborative participation.

Aside from the basic background on the concept of scaffolding provided above, literature related to it consists of an extensive range of interpretations of how the concept has been applied to various learning and instructional situations, an exhaustive listing of which is outside the scope of this study. Because the concept of scaffolding has become a fundamental

element of the constructivist paradigm, most literature devoted to applications of core constructivist principles in instructional or learning processes include as part of their explanation a treatment of the concept. For a representative sampling of literature concerned with scaffolding as it has been applied to various instructional domains, see for example Hogan and Pressley's (1998) comprehensive guide to the development of instructional approaches that utilize scaffolding, Wenger's (1998) explanation of scaffolding's role in communities of practice, Lantolf's, (2000) discussion of the role of scaffolding in sociocultural theory and L2 learning, Turner & Berkowitz's (2006) application of scaffolding to the instruction of moral development and character education, Azevedo, et al., (2004) and Puntambekar & Hubscher's (2005) recent work on scaffolding's role in hypermedia applications, and Donato's (1994), DeGuerrero & Villamil (2000) and Cotterall's (2003) research on the use of scaffolding in L2 contexts.

2.2.2.4 Concept of instruction

A key element of cognitivist instruction strategies is an emphasis on the formation of connections between new and prior knowledge (Piaget, 1976). As learners are believed to 'construct' their own knowledge, constructivist teaching methods should present a hands-on environment that encourages exploration while facilitating learners' adaptation of new information into existing knowledge (Fosnot, 1989; Lutz & Huitt, 2004; Resnick, 1986; Sigel, 1978). To do this, instructors must first take into account their learners' knowledge levels, and then use this information to determine how to present, sequence and structure new learning material and tasks (Fosnot, 1989; Fosnot, 1996; Resnick, 1986). See Authentic-Constructivist connection (2.2.4) for further discussion of literature that reviews constructivist instructional methods.

Social constructivist theory, in contrast to cognitive constructivism, maintains that language and culture are the frameworks through which humans experience, communicate, and understand reality. Instructional strategies that support this are based upon a minimal number of characteristics or guidelines: a) that cognitive development is situated in a social context; b) that language plays a central role in cognitive development; c) that instruction provides experiences that are in advance of a learner's independent functioning but still within his/her ZPD; and d) that instructors encourage and create opportunities for collaboration and problem solving (Brooks & Brooks, 1993; Brown, et al., 1989; CTGV, 1993; Fosnot, 1989; Vygotsky, 1986).

2.2.2.5 Concept of motivation

Throughout their works, Piaget, Bruner, and others (see for example, Kegan, 1982; Perry, 1968) continually stress that learning requires significant personal investment on the part of the learners because it is an ongoing process of active discovery in which the learner is continually setting new goals and modifying or abandoning existing cognitive structures. Such personal investment is thought to be driven by intrinsic motivation as (extrinsic) external rewards and punishments such as grades are considered to be insufficient motivators to maintain such activity (Deci, 1998; Deci & Ryan, 1985).

Social constructivism, in contrast, sees motivation as both extrinsically *and* intrinsically driven. Social constructivism asserts that because learning is a social phenomenon, learners are partially motivated by the extrinsic rewards provided by the knowledge community into which they are being integrated; however, because knowledge is actively constructed by the

learner, learning also depends to a significant extent on the learner's internal drive (intrinsic) to understand and promote the learning process (Deci & Ryan, 1985).

2.2.3 Contrasting methods of instruction

Most modern instruction and learning methods are premised on one of two cognitive paradigms, objectivism or constructivism (Denzin & Lincoln, 2005). The foundations of modern day constructivism can be found in the learning theories of Piaget, Vygotsky and Dewey (see 2.2.2), but the influence of these theories on instruction did not become widespread until after the ‘cognitive revolution’ in psychology of the 60s was well under way (Voss, 1995). This ‘revolution’ saw constructivism develop as a powerful challenge to the dominant theory of behaviorism, which is based upon an objectivist epistemology (Kanselaar, 2002). Educational psychologist Lauren Resnick’s (1988) 1987 address to the American Educational Research Association, in which she outlined the major criticisms of ‘traditional’ education in America, marks a signal point in a paradigm shift in educational design and practices away from ‘traditional’ methods toward those based upon ‘constructivist’ theories of learning. Important in effecting this paradigm shift was Barr and Tagg’s (1995) celebrated “Learning Paradigm” article, which began,

A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists to provide instruction. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists to produce learning. This shift changes everything. It is both needed and wanted. (13)

In this article, the authors define the general state of higher education in America and offer their speculation about how such a pedagogical paradigm shift might play out in shaping future educational design, practices and outcomes. Fear (2003, p. 152) writes that although

there was already a longstanding, deep, and diverse literature about learner- and learning-centered education at the time of their publication, their article is credited with establishing a widely accepted label and image of a constructivist “learning paradigm.” In Barr and Tagg’s contrast of the constructivist *learning* paradigm with the traditional *instructional* paradigm, they succinctly summarized the central ideas at work in both paradigms and offered an easy-to-read, systematic framework and proposal for how to proceed with the transition to learner-centered and learning-centered education. The impact that such critical literature (see also, Biggs, 1996; Herrington, 2000, 2002; Jonassen, David, 1996; Jonassen, 2004; Resnick, 1988; von Glasersfeld, 1989) effected is evident in the present state and direction of constructivist educational design in the West, influences of which are now being felt in the Japanese educational environment (Monbusho, 2003). As ‘traditional’ and ‘constructivist’ instructional design and methods are central to the issues discussed in this study, the researcher will provide summary definitions and matrixes of both approaches.

2.2.3.1 Traditional

Traditional instructional methods appear throughout the literature under a number of different labels; for example, *the behaviourist model of instruction*, *the transmission method*, *the quantitative method*, *teacher-fronted teaching or learning*, *teacher-centered teaching or learning* (e.g., Bigge & Shermis, 1999; Tynjala, 1999). Though these approaches to teaching and learning vary, they share a common foundation in objectivist educational principles. In traditional approaches, instructors assume an overall responsibility for the activities and information content that the learners engage in within the classroom. The instructor’s responsibility is to package the knowledge as carefully as possible so as to ensure the efficient digestion of the content by the learners. In general, the students’ role is restricted to passively

absorbing the knowledge offered by the instructor. In such approaches, the *locus of control* (deCharms, 1981) and the manner in which knowledge is processed lies with the instructor, and learners attempt to reproduce *correct* answers based upon the knowledge transmitted by the instructor (e.g., Brooks & Brooks, 1993; Cuban, 1983; Schuh, 2004).

2.2.3.2 Constructivist

As was discussed earlier (see 2.2.2), ‘constructivist’ is a generalized term that indicates that a pedagogy is grounded in either cognitive or social constructivist theory, or a hybridized form of them. Constructivist methods of instruction and learning are variously labeled in the literature as *student-centered, authentic, problem- or project-based, cooperative, collaborative, inquiry-based, transformative, generative, situated, anchored* (e.g., Brooks & Brooks, 1993; Fosnot, 1996; Gagné, 2005; Tynjala, 1999). Although these methods express a diversity of approaches to instruction and learning, they share a common foundation in constructivist educational principles that assert that learning is a situated, social, and collaborative activity in which learners are responsible for constructing their own knowledge by testing concepts based on their prior knowledge and experience (Bruner, 1996; Collins, et al., 1989). In contrast with traditional approaches, constructivist (authentic) approaches place the locus of control and the manner in which knowledge is processed with the learner, who is encouraged to generate self-relevant knowledge through critical, interactive and collaborative inquiry. For a more detailed catalog of design recommendations that are supportive and characteristic of constructivist instructional concepts, see Table 6 in section 2.2.4 which provides a 10-point concept-and-source summary of ALE design. To illustrate key differences between the paradigms, I provide Jonassen et al.’s (1999) outline that illustrates the fundamental differences between traditional and constructivist views of learning and

instruction through their contrast of attributes of knowledge, reality, meaning, symbols, learning and instruction (see Table 2 below).

Attributes	Traditional	Constructivist
Knowledge	Transmitted, external to knower, objective, stable, fixed, decontextualized.	Constructed, emergent, situated in action or experience, distributed.
Reality	External to the knower.	Product of mind.
Meaning	Reflects external world.	Reflect perceptions and understanding of experiences.
Symbols	Represents word.	Tools for constructing reality.
Learning	Knowledge transmission, reflecting what teacher knows, well-structured, abstract-symbolic, encoding-retention-retrieval, product-oriented.	Knowledge construction, interpreting word, constructing meaning, ill-structured, authentic-experiential, articulation-reflection, process oriented.
Instruction	Simplify knowledge, abstract rules, basics first, top-down, deductive, application of symbols (rules, principles), lecturing, tutoring, instructor derived and controlled, individual competitive.	Reflecting multiple perspectives, increasing complexity, diversity, bottom-up, inductive, apprenticeship, modeling, coaching, exploration, learner-generated.

Table 2: Traditional and constructivist differences

Moursund (2003) provides more detailed comparisons between traditional and constructivist teaching and learning environments, showing the differences in terms of educational components in three areas of learning and instruction: curriculum (Table 3), instruction (Table 4), and assessment (Table 5).

Educational Component	Traditional Curriculum	Constructivist- based Curriculum
Concept of knowledge	Facts. Memorization. Discipline specific. Lower-order thinking skills.	Relationship. Inquiry and Invention. Higher-order thinking skills. Solve complex problems, drawing on multiple resources over an extended period of time.
IT as content	Taught in specific time blocks or courses that focus on IT.	Integrated into all content areas as well as being a content area in its own right.
Information sources	Teacher, textbooks, traditional reference booksand CD-ROMs, use of a limited library, controlled access to others information.	All previously available information sources. Access to people and information through the Internet and Word Wide Web.
Information-Processing aids	Paper, pencil, and ruler. Mind.	All previously available aids to information processing. Calculator, computer.
Time schedule	Careful adherence to prescribed amount of time each day on specific disciplines.	Time scheduling is flexible, making possible extended blocks of time to spend on a project.
Problem-solving, higher-order thinking skills	Students work alone on problems presented in textbooks. Problems are usually of limited scope. Modest emphasis on higher-order thinking skills.	Students work individually and collaboratively on multidisciplinary problems. Problems are typically broad in scope, and students pose or help pose the problems. Substantial emphasis on higher-order thinking skills.
Curriculum	Focus on specific discipline and a specific, precharted pathway through the curriculum.	Curriculum is usually interdisciplinary, without a precharted pathway. Different students study different curriculum.

Table 3: Traditional and constructivist differences: Curriculum

Educational Component	Traditional Instruction	Constructivist-based Instruction
Classroom activity	Teacher-centered. Teacher driven. Teacher is responsible for “covering” a set of curriculum.	Learner-centered (student center). Cooperative. Interactive. Student has increased responsibility.
Teacher role	Dispenser of knowledge. Expert. Fully in charge.	Collaborator, facilitator, learner.
Teacher-student-instruction	Teacher lectures and ask questions, student recite.	Teacher works with groups.
Instruction	Lecture/demonstration with quick recall and student recitation of facts. Seatwork, quizzes, and exams. Single-discipline oriented. “Sage on the stage”.	“Guide on the side”. Mentoring. Discovery-based learning. Peer instruction & collaboration. Interdisciplinary orientation.
Technology Use	Computer-assisted learning (drill and practice, tutorial, simulations). Tools used for amplification.	Communication, collaboration, information access, information processing, multimedia documents and presentations.
Physical layout of classrooms	Chairs arranged in rows in a fixed format. Chairs may be bolted to the floor.	Movable furniture to facilitate easy regroupings of furniture and students.

Table 4: Traditional and constructivist differences: Instruction

Educational Component	Traditional Assessment	Constructivist-based Assessment
Student role as a learner	Listener (often passive). Quiet, well behaved. Raises hand when prepared to respond to a teacher's question. Studies directed toward passing tests and completing required work.	Collaborator, teacher, peer evaluator, sometimes expert. Actively engaged. Active learning. Problem poser. Active seeker after knowledge. Students learn as they help each other learn.
Demonstration of success	Quantity and speed of recall.	Quality of understanding.
Use of technology during assessment	Allow simple tools, such as paper, pencil, and private, shared only with the teacher. Occasional oral presentation.	Students assessed in environment in which they learn.
Student work-products	Most student work-products are written and private, shared only with the teacher. Occasional oral presentation.	Most student work-products are public, subject to review by teachers, peers, parents, and others. Multiple forms of products.
Assessment	Norm referenced. Objective and short answer. Focus on memorization of facts. Discipline specific. Lower-order thinking skills.	Criterion referenced. Authentic assessment of products, performances, and presentations. Portfolio. Self-assessment. Peer assessment.

Table 5: Traditional and constructivist differences: Assessment

2.2.4 The Authentic-Constructivist connection

The term ‘authentic,’ as it is relevant to educational psychology and instructional practices, appears in the literature with two distinct definitions and uses. In L2 instruction, though not restricted to it, ‘authentic’ is commonly used as a synonym for classroom *realia*—any material not specifically designed for instruction (e.g., newspapers, movies, song lyrics) (see for example, Candlin, et al., 1982; Nunan, 1993; Porter & Roberts, 1981). With regard to literature on constructivist instructional design, the term ‘authentic’ has a more complicated meaning, history and use. This is due largely to its neologistic origins in Cognitive Apprenticeship Theory (Brown, et al., 1989), a construct that emanated from both strands of the constructivist paradigm.

Literature concerned with the constructivist concept ‘authentic’ or ‘authenticity’ covers many different fields of learning. I will first provide a graphic (see Figure 2) that broadly illustrates the theoretical lineage of the concept of ‘Authentic Activity’ including key instructional methods and activity concepts associated with it. This will be followed by an historical overview of the literature that reveals the origins and definition of the concept as well as that which illustrates the fields which served to bring it into widespread use and acceptance as a constructivist instructional design concept. Finally, I provide a 10-point concept-and-source summary framework that synthesizes characteristics of authentic activities and learning environments that currently serve to guide to instructional designers and educators.

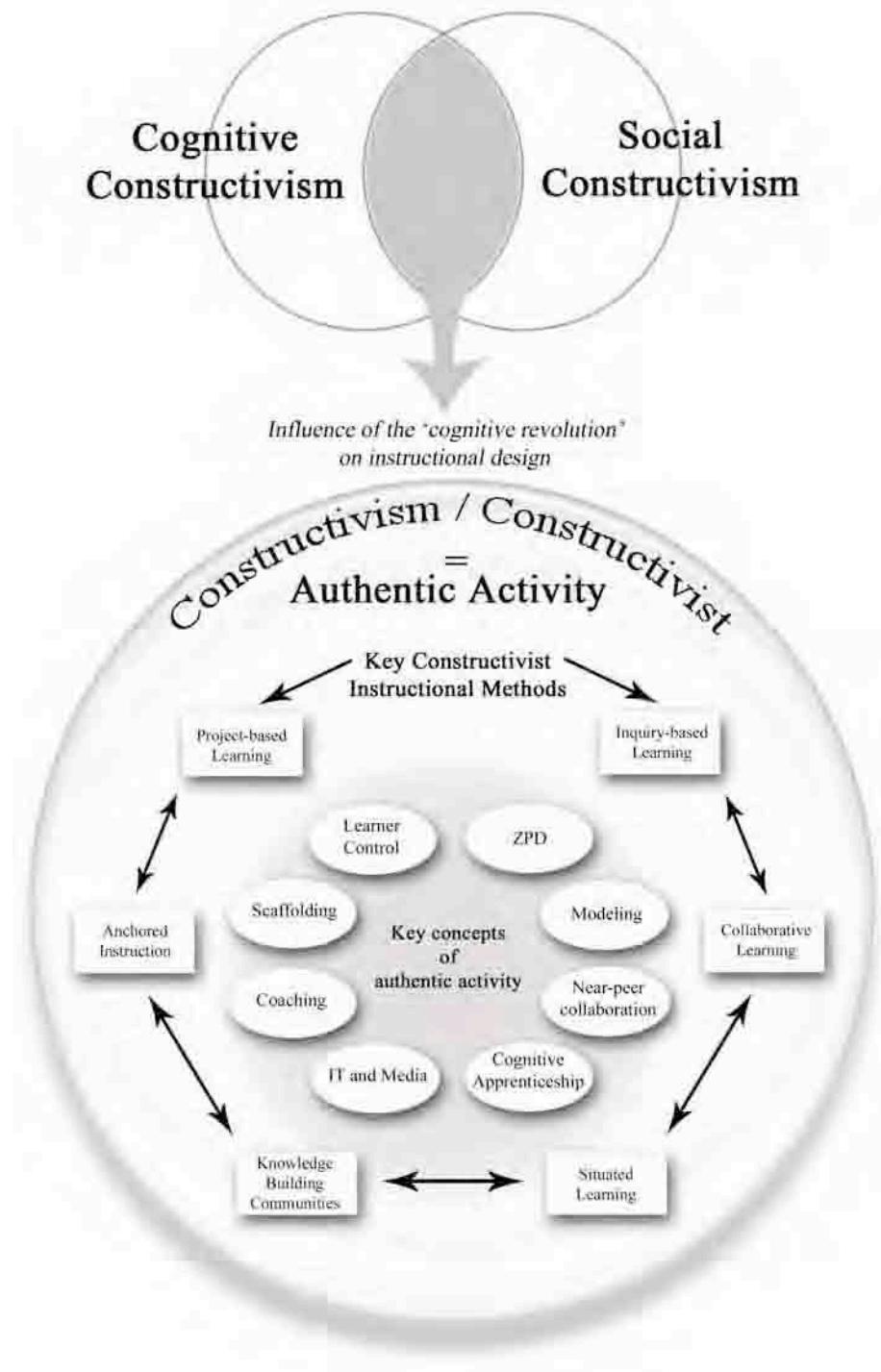


Figure 2: Authentic Activity

The literature reveals that the late 1980s produced a watershed of development in cognitive research. Drawing on the wave of late 80s research into cognition as it is manifested in

everyday activity (e.g., Lave, 1988; Palinscar & Brown, 1984; Resnick, 1988; Rogoff & Lave, 1984; Slavin, 1983; von Glasersfeld, 1989), educational researchers, Brown et al. (1989), proposed a constructivist approach to instruction called *cognitive apprenticeship* as an alternative to conventional educational practices based on the transmission paradigm of instruction. The authors argued that their theory of cognitive apprenticeship marked the beginning of a new theoretical perspective for successful learning, one they claim cognitive theorists had, to date, been unable to adequately explain. In clarifying terminology for their theory, they codified “authentic” as those activities that are situated in a social framework and whose coherence, meaning, and purpose are “...socially constructed through negotiations among present and past members” (34). This is the earliest appearance in constructivist literature for the neologism, *authentic*. The term has since developed widespread use and extended meaning with regards to instructional design premised on elements from both strands of the constructivist paradigm.

Proponents of cognitive apprenticeship theory assert that masters of a skill often fail to take into account the implicit processes involved in performing skills when teaching them to novice learners (see for example, Brown, et al., 1989; Collins, et al., 1987; Lave & Wenger, 1991). To confront this tendency, they assert that ‘cognitive apprenticeship’ is designed to bring such tacit “...processes into the open, where students can observe, enact, and practice them with help from the teacher...” (Collins, et al., 1989, p. 456). As with traditional apprenticeships in which the apprentice learns by working under a master, ‘cognitive apprenticeship’ allows the instructor (master) to model behaviors in a real-world context by means of cognitive modeling (Bandura, 1977). By following the instructor’s explanation as the learner looks at the model, s/he can identify relevant behaviors and develop a conceptual

model of the component processes involved. The learner then attempts to imitate those behaviors with the instructor observing, and if needed, offering ‘coaching.’ Coaching includes additional modeling as necessary, corrective feedback, and reminders, all intended to bring the learner’s performance as close to the instructor’s as possible. The coaching technique provides assistance at the most critical point in the learning process, the ZPD—the skill level just beyond what the novice learner could accomplish by him/herself (Cole, 1978). As the learner becomes more skilled through the repetition of this process, the instructor ‘fades’ the coaching until the learner is, ideally, independently performing the skill at a level approximating that of the instructor (Bandura, 1977). Modeling and coaching techniques share many similarities with Bruner (1975) and Wood et al.’s, (1976) process of *scaffolding* (see 2.2.9) and the function of *near peers* (see 2.2.8.1). Brown et al. (1989) claim that with the contextualization of learning that occurs in cognitive apprenticeships “...situations might be said to co-produce knowledge through activity...[because]...learning and cognition...are fundamentally situated” (32). The conveyance of the success of this early research dealing with constructivist learning situations in the literature was instrumental in further directing cognitive and educational research away from traditional, decontextualized instruction and learning practices and into the realm of authentic learning (Oxford, 1997).

The Cognition and Technology Group at Vanderbilt (CTGV) (1993), under the direction of John Bransford (1990), continued research into the situated nature of authentic learning environments (ALEs) with the development of *anchored instruction* techniques for media-based learning materials. Anchored instruction is formulated upon both Lave and Wenger’s (1991) theory of situated learning, which emphasizes learning in situated contexts, and Spiro et al.’s (1992) cognitive flexibility theory, which emphasizes the spontaneous restructuring of

knowledge in adaptive response to radically changing situational demands. Bransford's (1990; CTGV, 1993) 'anchors' consisted of stories, placed on interactive videodiscs, that encouraged learners to explore complex problem-solving scenarios that were 'situated' in interesting, realistic contexts (i.e., authentic) as a means to promote the active construction of knowledge. Anchored instruction has been found to be an effective instructional design because of its context-dependency and stress on the importance of giving learners opportunities to construct their own knowledge from the presentation of information from multiple perspectives.

With the continuing proliferation and growing ubiquity of information and communication technology in both educational and industrial learning environments in recent years, the research literature has been dominated by issues concerned with how best to contextualize, or 'situate' learning in media-based problem-solving (Jonassen, David 1996). An overview of this literature reveals that there are surprisingly few major themes concerning researchers and educators as they attempt to further understand the interplay between authenticity and the learning environments and materials that make use of emerging technologies (e.g., interactive software and videoware, web-based intelligent tutoring, elearning applications); however, within these themes research covers a wide range of topics. Primary themes include media-based problem-solving instructional design methodology (Jonassen, 2000, 2003a, 2003b), issues concerning cognitive load and achievement levels in such environments (Mayer, 2001; Slavin, 2006), the design and implementation of IT-based constructivist problem-solving learning environments (see for example, Herrington, 2000, 2002; Oliver, 1999; Reeves, et al., 2002; Reeves, 1996), educational technology and knowledge-building communities (see for example, Cathcart & Samovar, 1992; Hirokawa, 1992; Scardamalia, 2002; Scardamalia, 1994; Scardamalia, et al., 1989), values inherent in authentic IT-based learning environments

(Gulikers, et al., 2005) and lastly, the efficacy of online inquiry-based mechanisms (e.g., WebQuests) for self-regulated learning (Dodge, 1997; Marzano, 1992). The literature also reveals that concerns exist about the manner in which the term ‘authentic’ is being used in such learning environments (Gillespie, 1998; Petraglia, 1998). Petraglia (1998) focuses the argument as such:

Constructivist educational technologists have been guided by the implicit (and increasingly explicit) desire to create “authentic” environments for learning: environments that correspond to the real world....I argue that technologists have tended to paper over the critical epistemological dimension of constructivism by “pre-authenticating” learning environments: creating environments that are predetermined to reflect the real world even though constructivist theory contraindicates precisely this. (1)

Kupritz and McDaniel (1999) counter this concern by claiming that such generalizations confuse the contextual role of information resources (e.g., the Internet and the World Wide Web) with the contextual level of instruction needed to communicate meaning. They state that “...the question is not just the real world context that students have ready access to, but also, in what social and physical context is learning being delivered” (120).

Research literature concerning authentic *non*-technology-based classroom instructional design is as equally broad as that of technology-based literature as constructivist pedagogies continue to diffuse into various educational domains. Though nearly 10 years have passed since its publication, Oxford’s (1997) *Constructivism: Shape-Shifting, Substance, and Teacher Education Practices* still provides perhaps the most comprehensive overview of issues related to authentic *non*-technology-based instructional design and practices, focusing primarily on questions of epistemological interpretation within constructivist theories, and the great many variations of constructivist instructional practices that have proliferated. In addition, the work

of Resnick (1986; 1989; 1991), Brooks (1993), Newmann (1996; 1996; 1995), Moll and Greenburg (1990), Wiggins (1993), and Nicaise (2000) amply serve to illustrate the major themes in the literature, broadly focusing on the development of authentic curriculum design, assessment, and learner and instructor perceptions of ALEs.

As constructivist-authentic practices have diversified, developed and matured, the literature (most notably, Brooks & Brooks, 1993; Herrington, 2000; Newmann, F. M., Marks, H., Gamoran, Adam, 1996; Reeves, et al., 2002) has begun to reveal a catalog of defining characteristics for ALEs. I have synthesized this catalog of characteristics into a 10-point concept-and-source matrix, elements of which have informed the present study (see Table 6 below).

Authentic Concept	Supporting authors, researchers and theorists:
1. Authentic activities have real world relevance: Activities match as nearly as possible the real world tasks of professionals in practice rather than decontextualized or classroom-based tasks.	Bandura, 1986; Bransford et al, 1990; Brooks & Brooks, 1993; Brown et al., 1989; Bruner, 1960; Collins et al, 1989; CTGV, 1993; Honebein et al, 1993; Jonassen, 1991, 2000, 2003; Lave & Wenger, 1991; Moll & Greenburg, 1990; Piaget, 1976; Newmann, 1999; Re
2. Authentic activities consist of ill-defined challenges: Problems inherent in the activities are ill-defined and open to multiple interpretations. Learners must reflect and make judgments in order to define the tasks and sub-tasks needed to complete the activity.	Bransford et al, 1990; Brown et al, 1989; Chi et al, 1989; Collins et al, 1989; CTGV, 1993; Fosnot, 1996; Moll & Greenburg, 1990; Tynjala, 1999; Vygotsky, 1986; Winn, 1993; Young, 1993.
3. Authentic activities comprise complex tasks to be investigated by students over a sustained period of time: Activities are completed in days, weeks and months rather than minutes or hours. They require significant investment of time and intellectual resources.	Bandura, 1986; Brooks & Brooks, 1993; Brown et al., 1989; Bruner, 1960; CTGV, 1993; Jonassen, 1991; Moll & Greenburg, 1990; Newmann, 1999; Piaget, 1976; Vygotsky, 1986.
4. Authentic activities provide opportunities for learners to examine the task from different perspectives, using a variety of resources: The tasks afford learners opportunities to examine problems from a variety of theoretical and practical perspectives, rather than allowing a single perspective that learners must imitate to be successful. The use of a variety of resources rather than a li	Bandura, 1986; Bransford et al, 1990; Brooks & Brooks, 1993; Brown et al., 1989; Bruner, 1960; Collins et al, 1989; CTGV, 1993; Duffy, 1993; Fosnot, 1996, Honebein et al, 1993; Jonassen, 1991, 2000, 2003; Lave & Wenger, 1991; Moll & Greenburg, 1990; Piag
5. Authentic activities provide opportunities for collaboration: Collaboration is integral to the task, both within the course and the real world, rather than achievable by an individual learner.	Bandura, 1986; Boekearts, 2006; Brown et al, 1989; Bruner, 1960; Cathcart & Samovar, 1992; Chi et al, 1989; Collins et al, 1989; Johnson & Johnson, 1989; Lowyck, 2001; Moll & Greenburg, 1990; Newman, 1999; Scardamalia, 1994; Slavin, 1987, 1990; Vygotsk
6. Authentic activities provide opportunities for reflection: Activities need to enable learners to make choices and reflect on their learning both individually and socially.	Bandura, 1986; Boekearts, 2006; Brooks & Brooks, 1993; Bruner, 1966; Chi & Van Lehn, 1991; Fosnot, 1996; Jonassen, 2000, 2003; Lave & Wenger, 1991; Newmann,
7. Authentic activities encourage interdisciplinary perspectives: Task knowledge can be integrated across subject areas thus building robust expertise rather than knowledge limited to a single well-defined field or domain.	Boekearts, 2006; Dodge, 1997; Fosnot, 1996; Jonassen, 1991; Marzano, 1992; Newmann, 1999; Perkins, 1991; Scardamalia, 1994; von Glasersfeld, 1989.
8. Authentic activities are seamlessly integrated with assessment: Assessment of activities is seamlessly integrated with the major task in a manner that reflects real world assessment, rather than separate artificial assessment removed from the nature of the task.	Brooks & Brooks, 1993; Bruner, 1966; Darling-Hammond, 2000; Herrington & Herrington, 1998; Lave & Wenger, 1991; Newmann, 1995, 1999; Wiggins, 1993.
9. Authentic activities create polished products valuable in their own right rather than as preparation for something else: Activities culminate in the creation of a whole product rather than an exercise or sub-step in preparation for	Brooks & Brooks, 1993; Bruner, 1966; Fosnot, 1996; Lave & Wenger, 1991; Newmann et al, 1996, 1999.
10. Authentic activities allow competing solutions and diversity of outcome: Activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of rules and procedures.	Brooks & Brooks, 1993; Collins et al, 1989; Chi et al, 1989; Bransford et al, 1990; Fosnot, 1996; Johnson & Johnson, 1990; Lave & Wenger, 1991; Tynjala, 1999.

Table 6: 10-point concept and source matrix for ALEs

2.2.5 Self-determination theory

The design of the ALE discussed in the present study was premised on both principles of constructivism and Self-Determination Theory (SDT) (Deci & Ryan, 1985). In designing the ALE, my intention was to utilize elements of constructivist instructional design that SDT research has found conduces toward the development of intrinsic motivation, a behavior associated with enhanced learning, performance, and well-being.

SDT is an approach to human motivation and personality that highlights the importance of humans' evolved inner resources (intrinsic motivation) for personality development and behavioral self-regulation (Ryan, et al., 1997). Proponents of the theory assert that intrinsic motivation is an *innate* human propensity and as such the theory is not concerned with what causes intrinsic motivation, but rather what "conditions elicit and sustain" it (70). In developing this theory, Ryan and Deci (2000b) have sought to investigate the conditions that promote intrinsic motivation and psychological development, with the goal of contributing to the design of social environments that foster people's development and well-being. SDT's fundamental claim (Reis, 2000) is that subjective well-being likely involves more than the possession of positive personality traits and the avoidance of conflict and stress, resulting instead from the finding of personal value in everyday activities. Research in this area (see for example, Benware & Deci, 1984; Csikszentmihalyi, 1991; Deci & Ryan, 2002; Eccles & Wigfield, 2002; Grolnick, et al., 1991; Sheldon, 2001; Valas & Sovik, 1993; Vallerand, et al., 1993; Vansteenkiste, et al., 2004) has categorically confirmed that intrinsic motivation is associated with better learning, performance, and well-being.

Ryan and Deci (2002; 2000a) contend that the conditions that elicit and sustain intrinsic

motivation in humans center around three inherent psychological needs, *competence*, *autonomy*, and *relatedness*. Vansteenkiste et al. (2004) explain that these needs “constitute the nutriments that are required for proactivity, optimal development, and the psychological health of all people” (25). Furthermore, because they are an inherent aspect of human nature they operate across gender, culture, and time (Chirkov, et al., 2003). The following sections provide summaries of these needs as they are related to SDT.

2.2.5.1 Competence

The need for competence is related to people’s inherent desire to feel a sense of effectance or mastery when engaging with challenges in their environment (White, 1959). SDT asserts “that intrinsic motivation concerns active engagement with tasks that people find interesting and that, in turn promote growth” (Deci & Ryan, 2000, p. 235). Such activities are characterized by a sense of novelty and by being optimally challenging (Csikszentmihalyi, 1975; Deci, 1976). Contextual social events (e.g., performance feedback, communication, rewards) that foster feelings of competence during action have been found to enhance intrinsic motivation for that action. Conversely, demeaning evaluations during actions have been found to decrease intrinsic motivation because they impede people’s need for feeling competence (Ryan & Deci, 2002).

2.2.5.2 Autonomy

The need for autonomy concerns people’s universal urge to be causal agents, to experience volition, and to act in accord with their own interests and values (deCharms, 1968). Chirkov et al. (2003) differentiate SDT’s formulation of autonomy from those that focus on individualism, independence, or separateness, stating:

A person is autonomous when his or her behavior is experienced as willingly enacted and when he or she fully endorses the actions in which he or she is engaged and/or the values expressed by them...[p]eople are therefore most autonomous when they act in accord with their authentic interests or integrated values and desires. (98)

Such activities have what deCharms (1968, 1981) referred to as an *internal* personal locus of causality. Events that provide choice and that allow for the acknowledgment of people's inner experiences are autonomy-supportive and thus promote intrinsic motivation. Conversely, events such as threats, surveillance, evaluation, and deadlines undermine intrinsic motivation because they prompt a shift toward a more *external* perceived locus of causality (Deci, et al., 2001; Ryan & Deci, 2002; Vansteenkiste, et al., 2004).

2.2.5.3 Relatedness

The need for relatedness concerns the universal human predilection to interact with, be connected to, and experience caring for others (Baumeister & Leary, 1995). SDT research (e.g., Anderson, et al., 1976; Reis, 2000; Ryan & La Guardia, 2000) has revealed that while intrinsic motivation is more likely to thrive in contexts characterized by a sense of secured relatedness, such support may not be necessary for intrinsic motivation to actually develop. In contrast to competence and autonomy, which are directly associated with the sustenance of intrinsic motivation, it has been found that relatedness provides conditions that make the expression of intrinsic motivation both more likely and robust. Reis and Ryan (2000, p. 422) have identified 7 types of social activity that contribute to a general sense of relatedness:

1. Communicating about personally relevant matters
2. Participating in shared activities
3. Having a group of friends with whom one can spend informal social time

4. Feeling understood and appreciated
5. Participating in pleasant or otherwise enjoyable activities
6. Avoiding arguments and conflict that create distance and feelings of disengagement with significant others
7. Avoiding self-conscious or insecure feelings that direct attention toward the self and away from others

In summary, conditions that support the satisfaction of the needs for competence, autonomy, and relatedness in individuals without the necessity of separable consequences contribute to the nourishment and maintenance of intrinsic motivation and personal well-being (Deci & Ryan, 2000). Competence and autonomy are considered the strongest influences on the development of intrinsic motivation, with relatedness performing as a backdrop for the maintenance of it.

The design of the ALE discussed in the present study was premised on literature that revealed that ALEs provide conditions that conduce toward the types of psychological need satisfaction reported in SDT research that are necessary for the development of intrinsic motivation—and by extension an increased propensity for engagement (see for example, Csikszentmihalyi, 1991; Deci & Ryan, 1985; Eccles & Wigfield, 2002; Ryan & Deci, 2002; Sansone & Harackiewicz, 2000).

2.2.6 Engagement

Engagement is a central issue in all theories of motivation. Russell et al. (2005) describe engagement as “*energy in action*, the connection between person and activity” (1). Wording it more specifically but meaning much the same, Reeve et al. (2004) define engagement as “the

behavioral intensity and emotional quality of a person’s active involvement during a task” (147). The key point in these and other definitions of engagement in the literature is that they reflect an individual’s *active* involvement in a task or activity and the reasons for it. Educational psychologists Deci and Ryan (2002) assert in SDT that “engagement arises from experiences in which one’s psychological needs for self-determination, competence, and relatedness are met” (194) (see 2.2.5 for details). The literature shows that there has been an increased interest in motivation and engagement in recent years, with research into the factors that influence the development of self-determined behavior and personal well-being and learning being of particular notice. Although motivation *per se* is still considered central to understanding engagement, recent research suggests that they are separate—but not mutually independent conceptions—thus making engagement worthy of study in its own right (Appleton, et al., 2006; Furrer & Skinner, 2003; Klem & Connell, 2004).

Definitions of engagement show it to be a multifaceted phenomena (see for example, Appleton, et al., 2006; Connell & Wellborn, 1991; Finn, 1989; Fredericks, et al., 2004), featuring both behavioral and emotional aspects that are interrelated. For example, it is known that engaged learners express both *high* effort and *positive* emotional tone during that effort (or conversely, low effort and negative emotional tone). A simplified classroom engagement chart by Deci and Ryan (2002, p. 194), with observable indicators, illustrates this correlation (see Figure 3).

<u>Behaviors During Learning</u>	<u>Emotions During Learning</u>
<ul style="list-style-type: none"> • Attention • Effort • Participation • Persistence 	<ul style="list-style-type: none"> • Interest (vs. Boredom) • Enjoyment/Happiness • Enthusiasm • (Lack of) Anxiety or Anger

Figure 3: Classroom engagement chart

One of the research foci of the present study is engagement because, as the example above illustrates, it provides observable manifestations of the quality of learners' (intrinsic or extrinsic) motivation that can be recorded and analyzed, the results of which can lead to a better understanding of the conditions that conduce toward the development of intrinsic motivation, a behavior empirically proven to enhance learning, performance, and well-being (see for example, Csikszentmihalyi, 1991; Deci & Ryan, 2002; Eccles & Wigfield, 2002; Sansone & Harackiewicz, 2000).

One of the limitations involved with measuring cognitive and psychological engagement is the manner in which data is gathered. The most common way that engagement is measured is through information reported by the learners themselves (e.g., various forms of self-reports), with other methods including rating scales, observations, work sample analyses and case studies. As such, much of the data gathered is seen as highly inferential. This prompts the necessity for rigorous methods of data collection and analysis of these phenomena to accurately inform research that aims to determine the conditions associated with positive learning outcomes (Deci & Ryan, 2002; Fredericks, et al., 2004; Reeve, et al., 2004; Russell, et al., 2005).

2.2.7 Values-expectancy

The focus of the present study is to examine students' value perceptions about an ALE and their experiences in it, and also to determine what if any impact these perceptions have on their propensity for engagement. The body of literature concerned with *values* is enormous due to its central role in the great variety of motivational theories making a complete review

of it outside the scope of this study. Instead, the discussion of literature on values that I provide here will first present an introduction to the concept and then focus on literature concerned with expectancy-values in achievement motivation, which is specifically relevant to the present study of ALEs.

The concept of *values* forms an integral part of all modern theories of motivation, self-determination and self-regulation, which together investigate the various relations between beliefs, values, and goals with action (see for example, Ames, 1992; Atkinson, 1964; Bandura, 1997; Brophy, 1999; Csikszentmihalyi, 1985; Deci & Ryan, 1985; Dörnyei, 2001; Eccles & Wigfield, 2002; Pintrich & Schrauben, 1992; Schunk, 1995; Weiner, 1986). While researchers have differing points of view on the various relations between beliefs, values and goals with action, there seems to be no disagreement in the literature on a general operational definition of the concept of ‘values,’ which are seen as a set of general beliefs about what is desirable, with these beliefs emerging from both society’s norms and an individual’s core psychological needs and sense of self (Feather, 1982). The literature, however, reveals that the meaning of ‘values’ becomes increasingly more complex as researchers further define *what* is desirable and *why*. Values, then, are not presented in the literature as isolated elements, but rather as they operate in conjunction with other motivational elements, specifically goal pursuit and expectancy.

Eccles and Wigfield’s (2002) succinct overview of the literature focused on achievement motivation provides an historical, contextual and comparative analysis of the various strands of research and terminology in this field. In their discussion of theories integrating expectancy and value constructs (pp 117-22), the authors delineate core expectancy-value and

engagement constructs that are relevant to the present study on ALEs.

Eccles & Wigfield (2002) point out that modern expectancy-value theories—including their own—are founded on Atkinson's (1964) older expectancy-value model, which links achievement performance, persistence, and choice most directly to individuals' expectancy-related and task-value beliefs (118). However, they report that modern theories are more developed than Atkinson's theory in that their expectancy and value components are more sophisticated and are linked to a broader range of psychological and social/cultural determinants (see for example, Connell et al.'s (1991) work on locus of control, Deci and Ryan's (1985) Self-Determination Theory, Csikszentmihalyi's (1985) Flow Theory, Bandura's (1997) Self-Efficacy Theory, Pintrich et al.'s (1999) work on goal theories, Weiner's (1986) Attribution Theory, and Feather's (1982) and Heckhausen's (1991) work on expectancy-value models.

In expectancy-value models, *expectancies* refer to an individual's beliefs about how s/he will do on different tasks or activities (success), and *values* are related to incentives or reasons for doing the task or activity. An individual's subjective values about a task or activity (*task-value*) are based in these elements (see for example, Atkinson, 1964; Eccles & Wigfield, 2002). Building on Feather's (1982) similar value concepts, Eccles (1983; 1995) and her colleagues developed a broadened definition of task-value, summarizing it in following way:

The degree to which a particular task is able to fulfill needs, confirm central aspects of one's self-schema, facilitate reaching goals, affirm personal values, and/or elicit positive versus negative affective associations and anticipated states is assumed to influence the value a person attaches to engaging in that task. (216)

They further argued that task-value be conceptualized in terms of four major components: *attainment value*, *intrinsic value*, *utility value*, and *cost*. The components and their brief

definitions and supporting researchers are outlined in Table 7 below.

Task-value Components	
Component	Brief Definition
Attainment Value	This is the personal importance of doing well on a task, and is also linked to the relevance of engaging in a task for confirming or disconfirming salient aspects of one's actual or ideal self-schema. Feather (1988), Rokeach (1979).
Intrinsic Value	This is the inherent joy or pleasure one receives from engaging in an activity. This value component is similar to the construct of intrinsic motivation as defined by Deci & Ryan (1985, 2002), Csikszentmihalyi (1988), and Renninger (1992).
Utility Value	This value is determined by how well a task relates to an individual's internalized short- & long-term goals. Captures the more "extrinsic" reasons for engaging in a task. Deci & Ryan (1985, 2002), Harter (1981).
Cost	This is seen as the critical component of value. It is conceptualized in terms of the negative aspects of engaging in a task, such as performance anxiety and fear of both failure and success as well as the amount of effort needed to succeed, including the lost opportunities that result from making one choice rather than another.

adapted from Eccles et al. (2002)

Table 7: Task-value components

Theoretical and empirical work by researchers on the components and structure of modern expectancy-value theories has demonstrated that a viable framework for examining the values and engagement relations of individuals participating in tasks and activities is possible. The analysis of the data for the present study will be based on the concepts and constructs inherent in this body of work.

2.2.8 Peer- and Project-based learning

2.2.8.1 Peer-learning paradigm

The view of learning and instruction that underlines this study is labeled as a constructivist approach to mind. Constructivist theories of learning portray cognitive development as involving mutual *personal*, *interpersonal*, and *cultural* processes (Rogoff, 1995), with peer interaction and collaboration as central elements (see 2.2.2). In this study, *near peers* and *near-peer collaboration*, concepts modeled on the *peer-learning* paradigm (e.g., Johnson & Johnson, 1983, 1990; Slavin, 1995; Topping, 2005), were terms I chose to describe the individuals and their interactive processes as they worked through a semester-long project-based task. Peer learning has been extended in types and forms throughout most educational domains with social and emotional gains attracting as much interest as cognitive gains (e.g., Beatty & Nunan, 2004; Ghaith, 2002; Siegal, 2005). The literature also shows that peer learning, as it is applied across these educational domains, has an extensive field of research devoted to it. Because of the breadth of this literature, I will limit the present review of the literature for this field to that which specifically underlies the purposes of this study.

Undoubtedly, *peer learning*, whether naturally occurring or intentionally designed, has probably always taken place whenever and wherever communities of learners have gathered. Throughout its history, however, the term has been used to describe a variety of learning situations. Topping (2005), in differentiating archaic definitions of peer learning that considered the peer helper as a kind of surrogate teacher, in the linear model of transmission of knowledge, from more recent constructivist conceptions of the term, describes peer learning in the following way:

The acquisition of knowledge and skill through active helping and supporting among status equals or matched companions...involving people from similar

social groupings who are not professional teachers helping each other to learn and learning themselves by so doing. (631)

General features of peer learning center around increased time on task and time engaged in task, the need for both partners to elaborate goals and plans, the possibilities for individualization of learning and the immediacy of feedback in one-on-one situations, and, in the novelty of the learning experience itself. There are many extensively researched forms of peer-learner interaction or instructional approaches that fall under the abovementioned criteria (e.g., *peer tutoring, collaborative learning, cooperative learning, peer-assisted learning, and peer-mediated instruction and intervention*), with many overlaps among them. In discussing cooperative learning, Johnson and Johnson (1983) summarize the essential instructional elements that various forms of peer-learner interaction possess (see Table 8).

Instructional element	Definition
Face-to-face interaction	Verbal interaction between students arranged in small groups for purposes of discussion, decision making or negotiation.
Individual accountability	Responsibilities held by individual students in a group to accomplish the group goal, master the academic content, and support others in their learning.
Positive group interdependence	Requirement that group members work together to accomplish a common goal based on the perception that individual success is dependent on group success.
Social skills instruction	Instruction in the interpersonal, small group, and conflict resolution skills needed to accomplish group goals.
Group processing	Time and procedures used to analyze group functioning and establish group goals.

Table 8: Johnson and Johnson model of cooperative learning

Damon and Phelps (1989) further clarify peer educational interactions by locating them on a continuum, characterizing *tutoring*, *cooperation*, and *collaboration* by their ascending degree of symmetry and mutuality (Duran & Monereo, 2005). *Peer tutoring*, a form of interactive learning in which by design one of the partners has more advanced knowledge of the content than the other and whose role mimics that of an instructor, was not a focus in the present study, and so will be omitted from this discussion of the literature.

In their discussion of *collaboration*, Beatty and Nunan (2004) provide a general definition of it “as a process in which two or more learners need to work together to achieve a common goal, usually the completion of a task or the answering of a question” (166). They further state that while some researchers consider cooperation and collaboration as synonymous, there is a fine distinction that can be made between the two (emphasis added):

Cooperation can also be contrasted to *collaboration* in that cooperation only requires that learners work together, each learner completing a part of the task, rather than negotiating with others about all aspects of the task, as is necessary in collaboration. (166)

The literature reveals, however, that this distinction is not widely made and many examples labeled *cooperation* fall under the above general definition of *collaboration* and vice versa. It also shows that it is likely that partners switch between collaboration to cooperation throughout the many hours spent on extended projects (e.g., Beatty & Nunan, 2004; Dillenbourg, 1999; Duran & Monereo, 2005; O'Donnell & King, 1999; Roschelle, 1995). Furthermore, since cooperation is implicit in collaboration, I have chosen to use the one term, *collaboration*, to describe the interactive work that partners performed in the study.

My primary interest for utilizing peer collaboration in this study was to bring together learners whose overall capabilities were nearer (*near peers*), so that both members of the pair might have opportunities to experience beneficial social and cognitive challenges in their joint activities. The criteria for the *near peers* adopted for this study focused on learners with generally similar social, age, and academic abilities, rather than differences as might be preferred in peer tutoring or peer mentoring situations. The literature reveals that there is some contention over the advantages or disadvantages produced when pairing learners with similar or varying skill or social levels. The debate focuses on the quality of benefits ‘more’ and ‘lesser’ skilled partners are able to derive from one another in their interactions, and about the negative affectivity that can develop when individuals of dissimilar skill and social levels are made to work together in peer learning situations (e.g., Dillenbourg, 1999; Dillenbourg, et al., 1996; Duran & Monereo, 2005; King, et al., 1998; Palinscar & Brown, 1984). However, despite these concerns the research literature strongly supports the stance that collaborative learning settings positively correlate with an increase in learners’ academic achievement, positive social interdependence, higher levels of self-efficacy, and an increase in learners’ intrinsic valuing of the subject matter or task (e.g., Boekaerts & Minnaert, 2006; Daiute & Dalton, 1993; King, et al., 1998; Lowyck & Poysa, 2001; Roschelle, 1995).

2.2.8.2 Project-based learning

Project-based Learning (PBL) is a constructivist-based approach to instruction. Much recent literature documents the link between PBL-characterized learning activities and the several decades of research in cognitive psychology (e.g., Bransford, et al., 1999; Newmann, 1995; Ravitz, et al., 2004; Thomas, 2000). As with other constructivist conceptions of instruction and learning, PBL assigns primary importance to the way in which learners attempt to make

sense of what they are doing rather than to the way they receive information (see 2.2.3.2). PBL was chosen as a developmental guide for the classroom project in the present study because its structure creates a rich potential for enhancing learner's subject-matter knowledge, thinking, and collaborative learning skills.

There is no consensus on a single definition of PBL, but the literature reveals that there are common themes that run through the many definitions given; for example, Ravitz, et al., (2004) define PBL as “a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks” (1). Similarly, Blumenfeld, et al. (1991) explain that PBL is “a comprehensive approach to classroom teaching and learning that is designed to engage students in the investigation of authentic problems” (136). In addition, Muniandy (2000) defines PBL as “a student-centered comprehensive instructional approach in the classroom where students collectively engage themselves in complex learning tasks...[and where they]...usually work on a project over an extended period of time...[with an emphasis]...on doing action-oriented tasks rather than learning about something” (13-14). And finally, Wrigley (1999) labels it learning that “involves a group of learners taking on an issue close to their hearts, developing a response, and presenting the results to a wider audience” (1).

Krajcik et al. (1994, p. 486 ff) outline 5 essential features found in PBL environments, *authentic driving questions, investigations, production of artifacts, collaborative learning, and the use of cognitive tools*. Each of these features is summarized and outlined below.

1. *Authentic, driving questions* are those designed to lead learners to a goal or objective in the learning process. While the goal is set in the question, the path to it may not be readily apparent to the learner. The purpose of driving questions is to get the learner started on a path of investigation. There are 3 characteristics of good questions: (a) Authentic driving questions must fit into the existing curriculum framework; (b) authentic driving questions must involve real-life problems that are worthwhile and interesting to learners and which encourage them to explore the questions and attempt to find solutions; and (c), authentic driving questions must suit the knowledge and skill levels that learners possess for creating plans and carrying out investigations.

2. *Investigations* are activities that allow learners to grasp complex ideas through the planning, designing, and conducting of their research. Learners collect and analyze data in order to reach conclusions, which is intended to involve deeper cognitive processing of the content. Investigations must not be simply ‘busy work,’ but rather should involve methods and answers that are new to the learners.

3. *Artifacts* can take various forms, such as research papers, multimedia or pair (or group) presentations and art work. The goal in creating the artifact is to provide a vehicle for the learners to enhance and reflect upon what they have learned.

4. *Collaborative learning* (pair or group) is one of the mainstays of the PBL classroom. In a collaborative learning environment, learners have the ability to select their own roles, share ideas with and incorporate the abilities of others, and consider alternative procedures. Collaboration fosters an appreciation of the value of intelligent thinking.

5. *The use of cognitive tools* (computer-based devices that support, guide, and extend the thinking processes of their users) can be applied to a variety of subject matter domains and are an increasingly important component of PBL learning environments. With these tools, learners can construct knowledge by themselves rather than simply memorizing it. Learners can also conduct wider and more realistic investigations with them and achieve a deeper understanding than what is possible with only pencil and paper.

Early criticisms of PBL centered on the lack of support given to instructors in how to properly implement these theory-driven prescriptions (e. g., inadequate material resources, little time to create new curricula, large class sizes, over-controlling administrative structures that prevented teachers from having the autonomy necessary to implement progressive approaches) (Krajcik, et al., 1994). These are problems endemic to many learning and instructional environments; however, the work of many researchers and educators to address these problems, and the abundance of evidence revealing the success that can be derived from project-based learning, has created a more favorable environment for the use of such constructivist learning approaches (e.g., Barron, et al., 1998; CTGV, 1997; Newmann, 1995; Ravitz, et al., 2004).

2.2.9 Scaffolding

In simplified terms, *scaffolding* is a process in which learners are given support until they can apply new skills and strategies independently (see Figure 2). The concept of scaffolding has its theoretical origins in sociocultural constructivism (Vygotsky, 1986), which is a learning paradigm that maintains that teaching and learning are processes of negotiating meaning between the social and the individual (see 2.2.2). In social-constructivist thought, the goal of

educators is to promote work that falls within the learner's ZPD and that extends the learner's area of self-regulation by drawing them into challenging but attainable areas of work (Cole, 1978; van Lier, 2000). Wood, Bruner, and Ross (1976), in their elaboration of the role of tutoring on problem-solving behavior, were the first to make use of the term *scaffolding*, arguing that the social context of tutoring goes beyond modeling and imitation and "...involves a kind of "scaffolding" process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (90). Since the mid-80s, the concept of scaffolding has been adapted to any number of processes whereby a teacher moves students to independent use of skills and concepts while gradually fading his or her assistance. Donato (1994) offers a succinct working definition of the term:

[S]caffolding is a mechanism whereby in social interaction a knowledgeable participant can create, by means of speech, supportive conditions in which a novice can participate in, and extend, current skills and knowledge to higher levels of competence. (40)

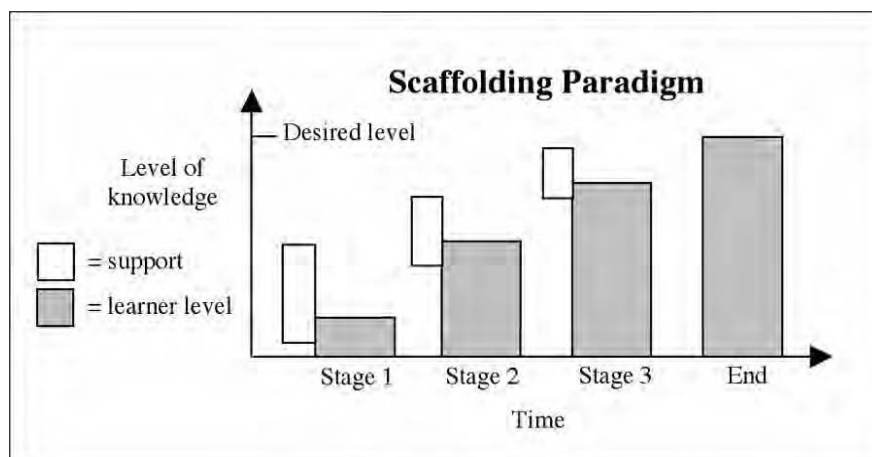


Figure 2: Scaffolding paradigm

In addition, Collins, Brown, and Newman (1989), defined three different types of scaffolds:

(a) those that function to *communicate process*, (b) those that *provide coaching*, and (c) those

that *elicit articulation*. McKenzie (1999) and Hogan & Pressley (1998) have summarized the literature to identify eight essential concepts of scaffolded instruction that have become general guidelines for instructors (see Table 8: Scaffolding concepts).

Scaffolding Concept	Purpose
1. Pre-engagement with the student and the curriculum	Teachers should considers curriculum goals and learners' needs to select appropriate tasks.
2. Establish a shared goal	The learners may become more motivated and invested in the learning process when teachers work with them to plan instructional goals. This helps learners understand why they are doing the work and why it is important, and it reduces uncertainty, surprise, and disappointment.
3. Actively diagnose student needs and understandings	Teachers must be knowledgeable of content and sensitive to the learners to determine if they are making progress. They must also anticipate (or review lessons to determine) problems that learners might encounter and explain what must be done to meet expectations.
4. Provide tailored assistance	Tailored assistance may include cueing or prompting, questioning, modeling, telling, or discussing. Teachers use these as needed and adjust them to meet learners' needs.
5. Maintain pursuit of the goal	Teachers ask questions, requests clarification, and offer praise and encouragement to help learners remain focused on their goals.
6. Give feedback	To help learners learn to monitor their own progress, teachers summarizes current progress and note behaviors that contributed to learners' successes. Expectations must be clear from the beginning of the activity.
7. Control for frustration and risk	Teachers create an environment in which learners feel free to take risks with learning by encouraging them to try alternatives. Teachers provide sources to reduce confusion, frustration, and time.
8. Assist internalization, independence, and generalization to other contexts	Teachers help lerners to be less dependent on the teacher's extrinsic signals to begin or complete a task and also provide the opportunity to practice or apply the task in a variety of contexts.

Table 8: Scaffolding concepts

Within the 8 identified elements of scaffolded instruction, Hogan and Pressley (1998, pp. 17-36) have also identified five different instructional scaffolding techniques: *modeling desired behaviors*, *offering explanations*, inviting learner participation, *verifying and clarifying learner understandings*, and *inviting learners to contribute clues*. Actual scaffolds might include such items as *graphic organizers* (e.g., charts, diagrams, graphs), *guides* (e.g., listening guides, viewing guides), *templates* (writing templates, storyboards), *prompts* (e.g., sentence starters), *supports* (e.g., modeling, questions that activate student knowledge, translations, glossaries, calculators, explanations and clarifications), and the like.

Duffy and Cunningham (1996: 183) report that some critics of the scaffolding metaphor claim that its rigid use of structure is ‘objectivist’ in nature and therefore conflicts with constructivism in general. The critics claim that with scaffolding the instructor chooses and arranges the environment to help the learner acquire prespecified knowledge. Duffy and Cunningham (ibid) have responded that scaffolding is not a teaching environment in which knowledge is transmitted, but rather is a learning environment in which knowledge is learned through the process of mediated and collaborative participation.

Furthermore, Turner and Berkowitz’s (2006) plea for the concept of scaffolding to be re-embedded in the theoretical origins established by Wood et al., “in order to preserve theoretical integrity and to ensure more precise conceptual communication among researchers”, reveals that there has been a conceptual shift in the use of the term over the years. The literature reveals that a growing number of researchers fear that the term has undergone an expansion that is tending to distant it from its origins, which they believe begins to question the legitimacy of its use (e.g., Bickhard, 1992; Greenfield, 1984; Palinscar, 1998).

Aside from the fundamental background on the concept of scaffolding provided above, literature related to it consists of an extensive range of interpretations of how the concept has been applied to various learning and instructional situations, an exhaustive listing of which is outside the scope of this study. Because the concept of scaffolding has become a fundamental element of the constructivist paradigm, most literature devoted to applications of core constructivist principles in instructional or learning processes include as part of their explanation a treatment of the concept. For a representative sampling of literature concerned with scaffolding as it has been applied to various instructional domains, see for example Hogan and Pressley's (1998) comprehensive guide to the development of instructional approaches that utilize scaffolding, Wenger's (1998) explanation of scaffolding's role in communities of practice, Lantolf's, (2000) discussion of the role of scaffolding in sociocultural theory and L2 learning, Turner & Berkowitz's (2006) application of scaffolding to the instruction of moral development and character education, Azevedo, et al., (2004) and Puntambekar & Hubscher's (2005) recent work on scaffolding's role in hypermedia applications, and Donato's (1994), DeGuerrero & Villamil (2000) and Cotterall's (2003) research on the use of scaffolding in L2 contexts.

2.2.10 Action research

Since its origins in early 20th century America, the principles and procedures that govern what *action research* is have gone through several stages of evolution, and is presently considered to be in a transient stage of redevelopment. McKernan (1996) provides a widely adopted present-day definition of action research:

Action research is the reflective process whereby in a given problem area, where one wishes to improve practice or personal understanding, inquiry is carried out by the practitioner—first, to clearly define the problem; secondly, to specify a plan of

action—including the testing of hypotheses by application of action to the problem. Evaluation is then undertaken to monitor and establish the effectiveness of the action taken. Finally, participants reflect upon, explain developments, and communicate these results to the community of action researchers. Action research is a systematic self-reflective scientific inquiry by practitioners to improve practice. (5)

While not the first to use the concept and terminology of action research, Lewin (1948), in his development of a theoretical approach to observing social processes and solving problems within them *scientifically*, is generally credited with making action research respectable scientific inquiry, thus opening the door for its application to other domains of social inquiry. Taba et al., (1952), were among the first to bring action research into the realm of education with their work on the effects of intergroup relations and curriculum. This early action research on curriculum matters laid the foundation for the highly influential ‘curriculum action researchers’ of the 60s and 70s with their belief that action research could play a role in identifying and solving problems in education with the goal of making a difference in the way people feel or think, in short, affecting a transformation of society (e.g., Elliot, 1977; Schwab, 1969; Stenhouse, 1967). Schön (1983) extended this concept of curricular action research with the conceptualization of what he called the *reflective practitioner*, which brought action research and teachers together. Schön described the thinking practices that occurred while in the midst of teaching as ‘reflection *in* action.’ Reflection *on* action evokes thinking critically about one’s actions after they have occurred. These types of reflection help educators to take action on ideas in practice to broaden their knowledge and improve the way they address issues and solve problems in instruction and learning (Schön, 1987).

A further evolution of action research can be seen in work begun in the early 80s and continuing to the present by a group of Australian-based researchers in their development of

‘critical-emancipatory educational action research’ (e.g., Carr & Kemmis, 1986; Kemmis & McTaggart, 1998). The central tenets of critical-emancipatory action research are concerned with issues of control of education and the means by which political action can be taken (McKernan, 1996, p. 25), which, though important, takes it outside the focus of the present study.

In summarizing the action research process, McKernan (1996) writes that it possesses 10 distinguishing characteristics (See Table 9).

-
1. It examines problems which are deemed problematic by practitioners.
 2. These problems are deemed solvable.
 3. Such problems require a practical response.
 4. Action research suspends a full definition of the situation until exploratory research is undertaken.
 5. The goal is to deepen the researcher's understanding of the problem.
 6. Action research uses case methodology in an attempt to 'tell a story' about what is going on and how events hand together.
 7. The case story is reported in terms of the perceptions and beliefs of those in the setting--teachers, children, etc.
 8. Action research uses the language of everyday discourse employed by participants.
 9. Action research can only be validated in unconstrained dialogue by the participants.
 10. There must be a free flow of information within support groups and between actors in the project.
-

Table 9: 10 Distinguishing characteristics of the action research process

Furthermore, following Lewin's (1948) action research model, the various theoretical models of AR that have been developed have been characterized by a series of spiraling or recursive actions. See for example Kemmis and McTaggart's (2005) well-known spiral action research model which includes *planning, acting, observing, reflecting, re-planning* (Figure 4 below).

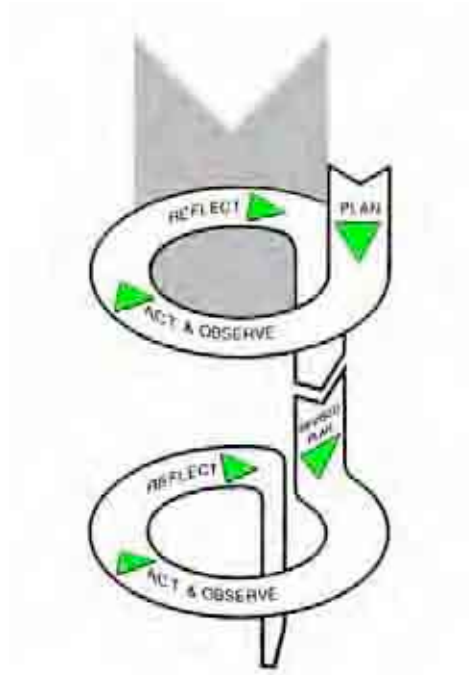


Figure 4: Kemmis and McTaggart action research spiral

Kemmis & McTaggart (2005) admit that in reality the process portrayed in such action research diagrams may not actually consist of such neat, self-contained cycles of planning, acting and observing, and reflecting. They explain that in reality the “stages overlap, and initial plans quickly become obsolete in the light of learning from experience...[and]...the process is likely to be more fluid, open, and responsive” (595). They further note that the criterion of success in AR is not whether the steps have been followed faithfully, but whether the researchers “have a strong and authentic sense of development and evolution in their practices, their understandings of their practices, and the situations in which they practice” (596).

2.3 Data collection instruments

2.3.1 Baseline studies and data

The present study examines the changes in values and engagement that individuals report or exhibit as a result of their participation in a novel learning environment (i.e., ALE). In a sense, this study is a type of *impact assessment*. Impact assessments are conducted wherever there is the need for evaluating the impact of some form of intervention. Examples of impact assessment studies can be found in areas of environment, business, health and medicine, agriculture, as well as in the field of education. In the present study, the *intervention* is the ALE itself. In order to determine the changes, if any, that occur because of an intervention, it is first necessary to establish the conditions prior to the intervention. These initial conditions are referred to as a *baseline*, and are determined by conducting a baseline study. Luxon (2004), in his work on the purpose and execution of baseline studies in the development of ELT environments, describes them as:

A research exercise undertaken to determine the status quo, before or at the beginning of an intended intervention, which can be used, as a point of comparison for subsequent evaluation for project design and planning....Without a baseline study that describes the status-quo-ante of the project environment, it might be difficult to provide convincing qualitative or quantitative evidence of change. (91, 93)

The creation and execution of the baseline study for the present study will be discussed in further detail in the Methodology section of Module 3 (3.2.2).

2.3.2 Questionnaires

Questionnaires are a powerful research instrument for collecting survey information, with their use extending to many fields of inquiry (e.g., education, the various social sciences, medicine, business). Each field in which questionnaires are utilized has produced a substantial amount of literature devoted to their design and use, which taken together make for an

extensive body of diverse material. However, certain fundamentals about the makeup and use of questionnaires exist, and this section will provide a review of literature that illustrates these points. The use of questionnaires as both a pedagogical tool and data gathering instrument in the present study will be discussed in the Methodology section of Module 3 (3.2.1).

Oppenheim's (1994) and Sudman & Bradburn's (1982) texts on questionnaire design and other forms of measurement provide a common structure and terminology associated with questionnaire formation that is repeated in texts that appear in the literature in various fields of research inquiry. Much of the literature devoted to the development of educational research methods (e.g., Cohen, et al., 2000; Gorard & Taylor, 2004; McDonough & McDonough, 1997; Mertens, 1998; Nunan, 1992), are similar in this regard.

Though there are a range of different expressions in use, questionnaires are generally classified as either *structured*, *semi-structured*, or *unstructured*, reflecting the types of question and response modes used in them. Each produces different types data, which can be either quantitative or qualitative in nature. Wilson & McLean (1994) and Cohen, et al., (2000) provide definitions and examples of the 2 primary question types that are used in each of these questionnaire structures, labeling them as either *closed questions* (dichotomous, multiple-choice, rank ordering, rating scale) or *open-ended questions*. As their names imply, *closed questions* specify the range of responses that the respondent may choose from, and *open questions* allow the respondent freedom to answer the question as they see fit, for example, explaining or qualifying their answers without the restriction of choosing from pre-set response categories. Table 12 provides a brief outline of these question types and their characteristics.

		Type	Characteristics
closed	{	Dichotomous	<ul style="list-style-type: none"> • Only 2 choices given. For example, Yes/No, Male/Female, and so on.
		Multiple choice	<ul style="list-style-type: none"> • A likely range of responses is offered, with the amount of the respondent's selections restricted (single or multiple).
		Rank order	<ul style="list-style-type: none"> • Similar to multiple choice, but asks the respondent to identify priorities from a given set of choices.
		Rating scales (<i>ex. Likert, semantic differential</i>)	<ul style="list-style-type: none"> • Similar to both rank order and multiple choice in that a range of responses for a given question or statement is offered. More sensitive to measuring degree or intensity of responses.
open	{	Open ended	<ul style="list-style-type: none"> • A question is given and a space provided for the respondent's free response.

Table 12: Questionnaire question types and characteristics

There are many advantages and disadvantages to the use of questionnaires reported in the literature (e.g., Cohen, et al., 2000; Gorard & Taylor, 2004; Hopkins, 1993; McDonough & McDonough, 1997; Mertens, 1998; Nunan, 1992; Wilson & McLean, 1994). Table 13 below, adapted from Hopkins (1993), provides a general summary of these advantages and disadvantages, but given the amount of ways in which questionnaires can be designed and administered it is evident that more specific examples likely exist for particular applications. Many of the disadvantages associated with questionnaire design and use are related to issues of bias and the assurance of validity and reliability, which have direct impact on the robustness of a study. I will discuss the design process and use of the questionnaires used in

the present study (as well as the process for triangulating the data received from them) in greater detail in the Methodology section of Module 3 (3.2.1).

Questionnaires	
Advantages	Disadvantages
• Easy to administer, quick to fill in	• Extensive preparation to arrive at clear and relevant questions
• Easy to follow up	• Learners cannot be coerced into completing the questionnaire
• Able to provide direct comparison of groups and individuals	• Analysis can be time-consuming
• Able to provide feedback on a variety of issues	• Effectiveness depends very much on reading ability and comprehension level of learner (especially so in L2 contexts in target language)
• Data are quantifiable	• Learner's may be fearful of answering candidly
• Provides a basis for triangulation	• Learners may try to produce 'correct' answers

Table 13: Advantages & disadvantages of questionnaires (*adapted from Hopkins, 1993*)

2.3.3 Diaries

The literature reveals that there are two fundamental ways in which diaries are used in educational research, as a pedagogical tool that provide a specialized vehicle for reflection-based learner production, and as a research tool that provides teachers and researchers with a view of the writer's thoughts and of learning environment issues not normally accessible through outside observations (Nunan, 1992: 118). Recording devices such as diaries play an instrumental role in reflective practice (*action research*) (McKernan, 1996). Because of the

overwhelming support in the literature for their use as both pedagogical tools and data collection instruments, I have incorporate their use in the present study.

Over the last two decades, the pedagogical and research use of diaries, logs, and journals as a method for recording individuals' reflections related to experience has become widespread in teacher-education/research settings, with numerous studies in both areas delineating their use and benefits (e.g., Bailey, 1990; Bell, 1997; Mlynarczyk, 1998). Furthermore, the literature reveals that most research and teacher resource books include information on their meaning and use (e.g., Bailey, 1990; Cochran-Smith & Lytle, 1993; Cohen, et al., 2000; Freeman, 1998; Hopkins, 1993; McDonough & McDonough, 1997; McKernan, 1996; Nunan, 1992; Parkinson & Howell-Richards, 1989), with Bailey's (ibid) work on the use of such instruments in L2 teacher training providing a widely-accepted definition of the term: "A diary...is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal" (215). Furthermore, while diaries, journals, and logs often consist of slightly different forms and applications, Nunan (1992, p. 118) notes that in all cases they share in common the fact that their first-person accounts are "important introspective tools" to researchers, educators, and learners because they reflect the processes that occur in writers' minds, providing views that are normally inaccessible to observation. See Table 11 for the advantages and disadvantages to diary use (expanded from Hopkins, 1993) provided at the end of this section.

It is unfeasible to fully document the literature related to the pedagogical use of diaries due to its immense size; however, in addition to the mention of Bailey and Nunan's contributions above, I have chosen to note Zamel (1983) and Spack & Sadow's (1983) research on the use

of ungraded and uncorrected journals because of their clear and well-documented coverage of the benefits such application has on the improvement in the quality of non-native English written expression, Porter's (1990) guide on the procedure for using journals as the foundation of establishing productive discourse communities between teachers and learners, Scardamalia et al (1984) and Staton et al's (1988) well-document analyses of the influential role that reflection has on the writing process, and Mlynarczyk's (1998) excellent qualitative study of teachers' and students' journals in writing classes, which provides perhaps the most extensive background on issues concerning the use of diaries as a means of improvement of production and quality of written expression. Murphy & Woo (1999) and Kindt's (1999) work with diaries known as *action logs*, an aspect of AR which straddles both research and pedagogical purposes, influenced the manner in which I designed and implemented diaries to support learner development in the present study.

Diaries	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Provide feedback from learner's perspective • Can be either focused on a specific training episode or related to the general classroom climate • Can be part of a lesson • Can help in identifying individual learner problems • Provide a basis for triangulation 	<ul style="list-style-type: none"> • May not be an established practice in the institution • Difficult for L2 learners to record their thoughts in the target language • Learners may be inhibited in discussing their feelings with the instructor • Learner's accounts are subjective • May raise ethical dilemmas

Table 11: Advantages and disadvantages to diary use

2.3.4 Change essays

Change essays (Kindt, 2005, pp. 27, 64), like diaries (see, 2.3.8) are a method of writing that allows for students to reflect upon how a type of completed action, usually a study topic or course, has impacted them intellectually or emotionally. Differing from journals or diaries, which are by nature recursive activities, change essays are employed at the end of a period of time as a means of exploring attitudinal change over a period. Addressing the experience of self-reflection, Schön (1987) states:

The practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings which have been implicit in his behavior. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation. (68)

Schön's thoughts on the teacher as reflective-practitioner here are equally applicable to what learners are asked to do when expressing themselves in change essays, and to the same extent in diaries as well when they are employed as pedagogical tools in the classroom.

2.3.5 Interviews

Interviews, like questionnaires, are both a common and powerful research instrument for collecting information from respondents. And as with questionnaires, their use has extended to diverse fields of inquiry. Often, interviews and questionnaires are used in concert, information gathered from one informing the structure or direction of the other (e.g., Cohen, et al., 2000; Fontana & Frey, 2005). Due to the diverse application of this instrument, the literature devoted to its design and use forms an extensive body of material. The use of interviews as a data gathering instrument in the present study will be discussed in the Methodology section of Module 3 (3.2).

Fontana and Frey (2005) report that the most common form of interviewing involves individual face-to-face verbal exchanges, but that interviews can also be conducted in telephone surveys and face-to-face group exchanges. There is also an increase of interviewers utilizing online resources such as email, chat, video, and the like (Mann & Stewart, 2000). Regardless of the method used, interviews provide an important way to collect in-depth and comprehensive information from respondents. With minor variations in terminological distinctions, literature on research methodology reveals that interview types fall into three general classifications: *unstructured*, *semi-structured*, or *structured* (e.g., Bell, 2005; Cohen, et al., 2000; Fontana & Frey, 2005; Holstein & Gubrium, 1997; May, 2001; Silverman, 2001; Yin, 2003). Though his definitions expand the distinction between unstructured and structured interviews, Patton's (2002) outline of interview types, characteristics, and strengths and weaknesses provides an informative overview of this instrument (see Table 14).

Type of interview	Characteristics	Strengths	Weaknesses
Informal conversational interview	Questions emerge from the immediate context and are asked in the natural course of things; there is no predetermination of question topics or wording.	Increases the salience and relevance of questions; interviews are built on and emerge from observations; the interview can be matched to individuals and circumstances	Different information collected from different people with different questions. Less systematic and comprehensive if certain questions don't rise 'naturally'. Data organization and analysis can be quite difficult.
Interview guide approach	Topics and issues to be covered are specified in advance, in outline form; interviewer decides sequence and working of questions in the course of the interview.	The outline increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent. Logical gaps in data can be anticipated and closed. Interviews remain fairly conversational and situational.	Important and salient topics may be inadvertently omitted. Interviewer flexibility in sequencing and wording questions can result in substantially different responses, thus reducing the comparability of responses.
Standardized open-ended interviews	The exact wording and sequence of questions are determined in advance. All interviewees are asked the same basic questions in the same order.	Respondents answer the same questions, thus increasing comparability of responses; data are complete for each person on the topics addressed in the interview. Reduces interviewer effects and bias when several interviewers are used. Permits decision-makers	Little flexibility in relating the interview to particular individuals and circumstances; standardized wording of questions may constrain and limit naturalness and relevance of questions and answers.
Closed quantitative interviews	Questions and response categories are determined in advance. Responses are fixed; respondent chooses from among these fixed responses.	Data analysis is simple; responses can be directly compared and easily aggregated; many short questions can be asked in a short time.	Respondents must fit their experiences and feelings into the researcher's categories; may be perceived as impersonal, irrelevant, and mechanistic. Can distort what respondents really mean or experienced by so completely limiting their response choices.

Table 14: Overview of interview types (*Patton, 2000*)

As with Patton's overview above, most attempts in the literature to describe the various interview types organize them along some form of qualitative~quantitative continuum (e.g., Morrison, 1996 as cited in Cohen, 2000; Fontana & Frey, 2005; Kvale, 1996).

2.4 Summary of concepts

This review of the literature has examined constructivist theory, traditional and constructivist methods of instruction, authentic-constructivist concepts, engagement, values-expectancy,

self-determination theory, peer and project-based learning, action research, scaffolding, baselines, and data collection tools in order to investigate the effects of authentic learning environments on student's perceived values and engagement. The literature revealed that a fundamental tenet of constructivist theory, relevant to this study, is its emphasis on the importance of placing students in authentic, situated learning contexts where knowledge construction results from individuals working collaboratively to test, evaluate and negotiate ideas and interpretations (Bruner, et al., 1976; Vygotsky, 1986; Wood, et al., 1976). Collaboration is a key component of constructivist learning and an integral aspect of peer and project-based learning (Slavin, 1995). Research indicates that, compared to traditional classroom teaching methods, cooperative or collaborative learning positively affects student achievement, self-esteem, and attitude and cooperation, which in turn enhance the process of knowledge acquisition (Blumenfeld, et al., 1991). The project-based activities in the ALE in this study capitalize on constructivist learning theory by placing students in pairs and allowing them to analyze, reflect and negotiate meaning over an extended period of self-regulated time. Following project-based models, students in such activities take an active role in the learning process as they collaboratively address the ill-structured problem presented in the project (Ravitz, et al., 2004; Thomas, 2000). The literature reveals that constructive engagement in these and other activities arises when an individual's psychological needs for self-determination, competence, and relatedness are met (Deci & Ryan, 2002; Reeve, et al., 2004). These psychological needs are the "nutriments" required for proactivity, optimal development, and the mental health of all individuals (Vansteenkiste, et al., 2004). Furthermore, such authentic (constructivist-based) approaches to learning and instruction conduce toward the development of intrinsic motivation, which has been found to enhance learning, performance, and well-being (Deci & Ryan, 2002; Vansteenkiste, et al., 2004). The

literature on values and expectancy reveals that individuals ascertain a value to all tasks that they engage in, and that activities that conduce to particular values can be determined to a reliable degree (Eccles & Wigfield, 1995; Eccles & Wigfield, 2002). Brought together in an reflective process (Kemmis & McTaggart, 1998; McKernan, 1996; Schön, 1987), each of these theoretical elements becomes a tool to improve understanding about the problem facing this study: Discovering how authentic activities and learning environments impact students' perceived values and propensity for engagement with the goal of improving practice and learning.

2.5 Summary of Module 2 and plan for Module 3

The goal of Module 2 was to provide a comprehensive review of the literature for the theoretical framework of the study. Module 3 will continue where Module 2 leaves off. In order to establish a narrative link between the modules, Chapter 1 of Module 3 will consist of a summary review of Module 2 including a restatement of the research aims and research design. Chapter 2, again in an effort to maintain a narrative link between the modules, will then provide a brief literature overview and a definition of salient terms germane to the study. Chapter 3 will provide a discussion of the methodologies employed in the study. Chapter 4 will then discuss the phases of analysis undertaken on the collected data. Chapter 5 will conclude the dissertation by discussing the findings of the study, and will include a discussion of recommendations for future research and implications for practice that emerge from the findings.

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**AUTHENTIC ACTIVITY, PERCEIVED VALUES AND
STUDENT ENGAGEMENT IN AN EFL COMPOSITION COURSE**

MODULE 3

**AN EXPLORATION OF THE EFFECT OF AUTHENTIC LEARNING
ENVIRONMENTS ON STUDENTS' PERCEIVED VALUES & ENGAGEMENT**

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ABSTRACT

Module 3 presents the culmination of Module 1 and 2 research into learning environments modeled upon constructivist and self-determinist principles (*authentic learning environments*), the goal of which is to develop an understanding of factors that influence Japanese learners' perceived values about learning environments and their propensity to engage in them. The study's more specific goals are to ascertain the values learners assign to authentic learning environments (ALEs) and the reasons why they ascribe them; to ascertain the values these learners assign to instructor and peer relationships; to ascertain the relationships that exist between the values these learners assign to ALEs and the learners' propensity for engagement; and, to bring to light what potential such knowledge might hold for educators in Japan and beyond in the attempt to develop more functional curricula for learners. As the final installment of this modular dissertation, Module 3 will present the methodology used in the study, the results of the analyses of the collected data, a discussion of the findings and implications from those analyses, and recommendations for further research.

DEDICATION

I dedicate this dissertation to my family, especially to my wife, Mikiko, who has shared the many challenges and sacrifices that have faced us as a family as I have pursued this work. I also dedicate this work to our precious children, Reika Angela and Kazuki Albert, both of whom have given me the great gift of revealing to me their belief in the power of diligence, the wonders of science and art, and the joy to be found in the pursuit of personal excellence. May you also be motivated and encouraged to reach your dreams in your own time.

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List of abbreviations

1. Authentic learning	AL
2. Authentic learning environment	ALE
3. Baseline data	BD
4. Computer-aided qualitative data analysis	CAQDAS
5. English as a foreign language.....	EFL
6. Grounded theory.....	GT
7. Information Technology	IT
8. Japanese secondary learning environment	JSLE
9. Learning environment	LE
10. Perceived Value.....	PV
11. Perceived Value and Engagement Factor Measure	PVEM
12. Project-based learning	PBL
13. Qualitative data analysis software	QDAS
14. Second language.....	L2
15. Secondary learning environment.....	SLE
16. Self-determination theory.....	SDT
17. Values data	VD

Constructivism does not claim to have made earth-shaking inventions in the area of education; it merely claims to provide a solid conceptual basis for some of the things that, until now, inspired teachers had to do without theoretical foundation.
--E. Von Glasersfeld (1995)

CHAPTER 1: INTRODUCTION

1.1 Summary of Module 1 and Module 2

Module 1 of this 3-part modular dissertation consisted of 2 segments, a pilot study of an IT-based EFL writing course structured on constructivist and self-determinist principles, and the description of a basic theoretical framework for that learning environment developed from my research experiences in that course. The analysis of both my experiences and student responses to that course as well as the review of literature for principles underlying the course structure reinforced my belief that learning environments based upon them hold rich potential for learners and instructors in the Japanese tertiary learning context who are facing problems arising from dichotomous learning and instruction methods (i.e., traditional/authentic). With those experiences in mind, I reproduced the course on which the pilot study was based and undertook a more systematic, detailed exploration of the ways in which an *authentic learning environment* (ALE) might influence student perceptions of learning environments as well as their propensity to engage in them. The initial goal of Module 2 was to provide a comprehensive review of the literature concerned with the theoretical framework of the study and present the various methodologies employed. I realized very late in the development of Module 2, however, that the size limitation of the module would have required that I split the discussion of my methodology between Modules 2 and 3. Rather than disrupt the flow of the dissertation's narrative, I restructured Module 2 moving the entire discussion of the methodology and data collection and analysis tools to Module 3. The research questions that

emerged from Module 1 formed the basis of the study presented in Module 3 (see 1.2 below). In order to maintain a narrative link between Modules 1, 2 & 3, Chapter 1 of Module 3 will consist of a summary of Module 1 and Module 2, a restatement of the purpose for the research and the research questions. Chapter 2 will provide summary definitions of the study's salient concepts as taken from the comprehensive review of the literature presented in Module 2. Chapter 3 will then present the methodology used in the study. Chapter 4 will discuss the analysis of the collected data, and Chapter 5 will conclude the dissertation by presenting the findings and discuss the conclusions reached in the study. Chapter 5 will also provide a discussion of recommendations for future research and implications for practice that emerged from the findings.

1.2 Statement of purpose

This research focuses on understanding the relationship between an *authentic learning environment* (ALE) and the perceived values and engagement of Japanese learners who participated in it. The present study grew out of my observations of learner reactions to a learning project based on constructivist and self-determinist theoretical principles (presented in Module 1). At issue in the present study is how Japanese university students, who are largely products of a nationally organized, primarily traditional-style secondary education pedagogy dominated by high school and university entrance examinations (see for example, Ballard & Clanchy, 1997; Becker, 1990; Benson, 1991; Hess, 1991) perceive themselves, their actions and their learning environments as a result of participating in an ALE. While the volume of research that focuses on aspects related to second language acquisition of Japanese learners is large, varied and informative (see for example, LoCastro, 2001; Mori & Gobel, 2006; Takahashi, 2005; Tateyama, 2001; Wintergerst, et al., 2003), I have been unable, to

date, to locate that which pertains more specifically to Japanese learners' perceived values and engagement as they are related to ALEs. As such, I feel there is a need to investigate instructional methods and learning environments that show promise for facilitating learners' efficient and effective learning in such environments and so have undertaken the present study.

1.3 Research questions

In Module 2, I stated the following 4 research questions that I believed would guide my development of a better understanding of the relationships that exist between *authentic learning environments* (ALEs) and the perceived values and engagement of Japanese learners who participate in them:

- *Do authentic learning environments influence Japanese learners' perceived values about learning environments? If so, how and why?*
- *Do authentic learning environments influence Japanese learners' perceived values about instructor and peer relationships? If so, how and why?*
- *Do the values that Japanese learners ascribe to authentic learning environments influence their propensity for engagement? If so, how and why?*
- *How can an educator with an awareness of authentic instructional principles adjust engagement factors proactively?*

This study of ALEs with regard to Japanese learners, then, has several objectives: To ascertain the values these learners assign to ALEs and the reasons why they ascribe them; to ascertain the values these learners assign to instructor and peer relationships; to ascertain the relationships that exist between the values these learners assign to ALEs and their propensity for engagement; and to bring to light what potential such knowledge might hold for educators in Japan and beyond in their attempts to develop more functional curricula for learners. The

focus of the study, then, is on the ‘social’ characteristics learners exhibit while participating in the authentic learning environment—represented in the values and engagement data—rather than on their linguistic development.

CHAPTER 2: SUMMARY DEFINITIONS OF SALIENT CONCEPTS

2.1 Introduction

A comprehensive literature review was provided in Module 2. However, as a means of adding a measure of continuity between the modules, summary definitions of salient research concepts are presented in this section.

It bears repeating that this study, though conducted on an IT-based EFL composition course, concerns itself with the perceived values and engagement learners reported having as a result of participating in an *authentic learning environment*—in which the EFL composition course took place—and does not focus on their linguistic development (e.g., pre- and post-production writing abilities). As such, the literature and terms presented in both Module 2 and below focus on course design, activities, student actions, and procedures related to ALEs rather than on EFL second-language acquisition theory and practices.

2.2 Learning theories

Most modern instruction and learning methods are premised on one of two cognitive theories of learning, *behaviorism* or *constructivism* (Denzin, N. K. & Lincoln, 2005). Since definitions for these two theories are well-established in educational psychology literature and were described in detail in Module 2, only brief summaries of them will be provided here.

2.2.1 Traditional

‘Traditional’ is a generalized term that indicates that a pedagogy is grounded in behaviorist learning theory. In such approaches, instructors typically assume an overall responsibility for the activities and information content that the learners engage in within the classroom. In

general, the learner's role is restricted to passively absorbing the information offered by the instructor after which attempts are made to correctly *reproduce* the information transmitted by the instructor (e.g., Brooks & Brooks, 1993; Cuban, 1983; Schuh, 2004). In such approaches, the *locus of control* lies primarily with the instructor (deCharms, 1981).

2.2.2 Constructivist

'Constructivist' is a generalized term that indicates that a pedagogy is grounded in either cognitive or social constructivist theory, or a hybridized form of both. Constructivist methods of instruction and learning assert that learning is a situated, social, and collaborative activity in which learners are responsible for constructing their own knowledge by testing new concepts against their prior knowledge and experience (Bruner, 1996; Collins, et al., 1989). In contrast with traditional approaches, constructivist approaches place the *locus of control* and the manner in which information is processed primarily with the learner, who is encouraged to generate self-relevant knowledge through critical, interactive and collaborative inquiry.

2.3 Authentic learning environments (ALEs)

The term 'authentic,' as it is relevant to this study, differs in meaning from 'authentic' as it is used to describe learning material not specifically designed for instruction—*realia*. With regard to ALEs, the term 'authentic' describes activities or environments that are situated in a social framework and whose coherence, meaning, and purpose are "...socially constructed through negotiations among present and past members" (Brown, et al., 1989, p. 34).

2.4 Self-determination

Behavior is considered *self-determined* when it is most fully predicated on the innate human propensity of *intrinsic motivation* (Ryan, R., et al., 1997). To elicit and sustain *intrinsic motivation*, conditions must fulfill three inherent psychological needs, *competence*, *autonomy*, and *relatedness* (Vansteenkiste, et al., 2004, p. 25). As inherent aspects of human nature, these “nutriments” operate across gender, culture, and time (Chirkov, et al., 2003).

2.5 Engagement

Engagement has been described as “energy in action, the connection between person and activity” (Russell, et al., 2005, p. 1). A key point in definitions of engagement in the literature is that it focuses an individual’s *active* involvement in a task or activity and reasons for participating in it. It has been asserted by Self-determination theory (SDT) researchers that optimal engagement arises from experiences in which one’s psychological needs for self-determination are met (Deci & Ryan, 2002, p. 195).

2.6 Expectancy-values: *a priori* internal factors

In expectancy-value models, *expectancies* refer to an individual’s beliefs about how s/he will do on different tasks or activities (success), and *values* relate to incentives or reasons for doing the task or activity (Eccles, Jacquelynne S. & Wigfield, 2002). Task-values are conceptualized in terms of four major components: *attainment value*, *intrinsic value*, *utility value*, and *cost*. These components formed the basis for the *a priori* internal factor conceptual categories used in this study and are summarized below.

2.6.1 *Attainment value*

Attainment value is conceptualized as the personal importance of doing well on a task, which includes how an individual perceives their ability, competency and confidence about skills and knowledge, or, how they perceive their achievement is related to the task or subject domain. It also includes how an individual perceives their sense of *relatedness* with others (i.e., the predilection to interact with, be connected to, and the experience caring for others) (Baumeister & Leary, 1995).

2.6.2 *Intrinsic value*

Intrinsic value is conceptualized as the pleasure or enjoyment an individual receives for simply doing or challenging a task. Essential to this value is the sense of *autonomy*, which is the perception that one endorses the actions one is involved in and that they suit one's interests and integrated personal values and desires (Chirkov, et al., 2003; Deci & Ryan, 2002).

2.6.3 *Difficulty value*

Difficulty value is conceptualized in terms of the negative aspects of engaging in a task, such as the amount of time and effort that must be expended on the task, which includes determinations of physical or subjective difficulty. Difficulty value also includes performance anxiety and fear of both failure and success (Eccles, Jacquelynne S. & Wigfield, 2002).

2.6.4 *Extrinsic value*

Extrinsic value is determined by how the individual perceives the task in relation to external pressures (e.g., utility, grades, approval), and may include the individual's internalized short- and long-term goals. As such, it also includes a sense of *autonomy* (see *Intrinsic value*).

2.7 Task-values: *a priori* external factors

The 4 *external factor* code categories utilized in this study were developed from 3 constructivist-based areas of instruction and learning that informed the development of the study's ALE, Authentic Activity, Peer learning, and Project-based learning (PBL) (presented in Module 2, sections 2.2.4., 2.2.8.1. and 2.2.8.2. respectively). The 4 external elements summarized below, share many overlapping characteristics and functions when brought together in an ALE.

2.7.1 *Project*

PBL *projects* consist of an extended inquiry process structured around complex, authentic questions (Ravitz, et al., 2004). Tasks involve a group of learners taking on an issue close to their hearts, developing a response to it, and presenting the results to a wider audience.

2.7.2 *Peer learning*

The essential characteristics of *peer learning* include the acquisition of knowledge or skills through *active* help and support among status equals or matched companions, who work together to elaborate plans to attain specific goals. Interaction is based on verbal exchanges for the purposes of decision making or negotiation, and includes responsibilities to accomplish the goal, master the content, and support others in their learning.

2.7.3 *Self-regulation*

Self-regulation is a key structural feature of ALEs, whose activities are designed to enable learners to take responsibility for making choices and reflecting on their learning at both the

personal and social level (e.g., negotiating and making choices, responsibility to self and others, and the will to act).

2.7.4 *Teacher*

The role of the *teacher* in a PBL-based ALE is that of facilitator, not one who directly provides learners with solutions—as that would defeat the learning and investigative process. The teacher does not relinquish control of the learning environment but rather encourages the development of an atmosphere in which constructive, shared responsibility among participants can occur.

2.8 Data collection and instruments

2.8.1 Baseline studies and data

Baseline studies are undertaken to establish the state of affairs *status quo ante* (Tribble, 2000). These initial conditions are commonly referred to as a *baseline*. The goal of establishing a baseline to be used in the present study was to construct a perspective about values and beliefs that a population of individuals analogous to those participating in this study held about ‘traditional’ Japanese secondary learning environments (JSLEs).

2.8.2 Questionnaires

Questionnaires are classified as either *structured*, *semi-structured*, or *unstructured*, reflecting the types of question and response modes used in them. Each produces different kinds of data, either quantitative or qualitative in nature. Wilson & McLean (1994) and Cohen, et al., (2000) provide definitions and examples of the 2 primary question types that are used in each of

these questionnaire structures, labeling them as either *closed questions* (dichotomous, multiple-choice, rank ordering, rating scale) or *open-ended questions*. This study made use of semi-structured closed and open-ended question formats.

2.8.3 Change essays

Change essays (Kindt, 2005, pp. 27, 64), like diaries, are a method of writing that allows for students to reflect upon how a type of completed action, usually a study topic or course, has impacted them intellectually or emotionally. Differing from journals or diaries (see 2.8.4), which are by nature recursive activities, change essays are employed at the end of a period of time as a means of exploring any changes in attitude or ability that may have occurred.

2.8.4 Diaries

Bailey's (1983) work on the use of such instruments in L2 teacher training provides a widely-accepted definition of the term: "A diary...is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal" (215).

2.8.5 Interviews

With minor variations in terminological distinctions, literature on research methodology reveals that interview types fall into three general classifications: *unstructured*, *semi-structured*, or *structured* (e.g., Bell, 2005; Cohen, et al., 2000; Fontana & Frey, 2005; Holstein & Gubrium, 1997; Silverman, D., 2001; Yin, 2003). This study utilized a semi-structured interview type.

2.9 Computer-aided qualitative data analysis software (CAQDAS)

Computer-aided qualitative data analysis software (CAQDAS), such as NVivo9 (QSR, 2010), are code-based theory building software packages designed to store and organize large amounts of data (text, images, audio and video) while maintaining a variety of links throughout the data. It should be noted that I began this study using NVivo7 (QSR, 2005), but upgraded to NVivo9. As I made use of the same functions in both versions, all references to NVivo7 have been updated to NVivo9 as a means of avoiding reader confusion.

2.10 Coding

Coding is “the process of combing the data for themes, ideas and categories and then marking similar passages or text with a code label so that they can easily be retrieved at a later stage for further comparison and analysis” (Gibbs, 2002).

2.10.1 Phases of code development and analysis

A *grounded theory* approach to analyzing data is discussed in terms of phases of analysis (see for example, Miles & Huberman, 1994; Richards, 2005; Strauss & Corbin, 1998). The first phase of analysis begins with an identification of the themes in the data in a process referred to as *open coding*, or through the use of *a priori* themes from theory or previous research. These categories may be gradually modified or replaced during a second phase of analysis. The third phase is *axial* and *selective coding*, which is “the process of relating categories to their subcategories, termed ‘axial’ because coding occurs around the axis of a category” (Strauss & Corbin, 1998, p. 123).

2.10.2 Sampling

In its most basic form, sampling is the procedure of selecting a representative sample of some thing (e.g., data, events, individuals) too large to examine wholly and analyzing how the selected sample varies from the larger group (Ryan, G. W. & Bernard, 2000). With regard to code development, the aim of sampling is to maximize opportunities to compare events, incidents, or happenings to determine how a category varies in terms of its properties and dimensions.

CHAPTER 3: METHODOLOGY

3.1 Introduction

As was stated in Chapter 1, the goal of this study is to understand how a particular set of *internal* and *external* factors impact learners' perceived values about themselves and learning environments as a result of participating in an *authentic learning environment* (ALE). In this chapter, I will describe the methodology that I used to conduct this study. After presenting the questions that guided the present research, I will discuss the research design, the context of the study and participants, and the procedures employed in the study including descriptions of the data sources, data collection methods, code development and analysis tools used. I will conclude the chapter with a discussion of the assumptions and limitations inherent in the study.

3.2 Research questions

The purpose of this study was to develop a better understanding of the relationships that exist between ALEs and the perceived values and engagement of Japanese learners who participate in them. The study focuses on the 'social' characteristics learners exhibit while participating in the authentic learning environment—represented in the values and engagement data—rather than on their linguistic development. A *mixed method research* approach was employed to examine student perceived values related to internal and external task factors (see, 2.5 and 2.6). Table 1 below reproduces the primary research question and related sub-questions that were introduced in Chapter 1. An attempt to answer these questions will necessitate a close examination of data representing students' perceived values related to the internal and external factors associated with both their previous JSLEs and the ALE in this study.

Research Questions	
Primary research question	Secondary research questions
<i>What changes, if any, occur in student perceptions about themselves and their learning environments as a result of participating in an ALE?</i>	<ol style="list-style-type: none"> 1. <i>Do authentic learning environments influence Japanese learners' perceived values about learning environments? If so, how and why?</i> 2. <i>Do authentic learning environments influence Japanese learners' perceived values about instructor and peer relationships? If so, how and why?</i> 3. <i>Do the values that Japanese learners ascribe to authentic learning environments influence their propensity for engagement? If so, how and why?</i> 4. <i>How can an educator with an awareness of authentic instructional principles adjust engagement factors proactively?</i>

Table 1: Primary and secondary research questions

3.3 Research design

The goal of this study is to understand learners' perceived values about themselves and learning environments as a result of participating in an ALE. Of primary concern to the study are the reasons determining *why* and *how* changes in student perception or engagement occur as a result of interacting with aspects of the ALE rather than the longitudinal aspect of *when* these changes occur, although a number of observations regarding this point do emerge from analyses of the data.

These phenomena were researched following *mixed method research* paradigm supported by both qualitative and quantitative methods and techniques (Bryman, 2007; Johnson, et al., 2007). Substantial debate has been taken up over the validity and merits of a *mixed methods research* approach (e.g., Greene, 2008; Guba, 2005). However, a growing body of literature argues that the methodology—quantitative, qualitative or mixed—used in research should be

governed by the suitability of the particular method to a particular research problem as well as by both the phenomenon being studied and the related research questions rather than by ideological preference or prejudice (Greene, 2008; Guba, 2005; Holliday, 2002; Silverman, David, 2000; Walker, 1985). Such literature further supports the contention that a mixed methods research approach structured appropriately can provide a valid platform from which to analyze phenomena.

The rationale for focusing the study in a mixed method research approach emphasizing qualitative methods was based on an understanding of qualitative research methodology's demonstrated facility for processing difficult to quantify data such as beliefs and attitudes about *internal* and *external* value and engagement factors, of which this study makes primary use. A range of data-collection and analysis tools (e.g., open-ended questionnaires and interviews, Change Essays, diaries) were selected and developed with this point in mind. Data collection tools that sought numeric, quantitative data (e.g., Likert-scale questionnaires) were developed to gather information that could be *triangulated* (Denzin, N., 1978; Denzin, N. K. & Lincoln, 2005) with qualitative data results as a means of developing a more comprehensive perspective of select phenomena. The quantitative data is discussed in the Chapter 4 first as separately summarized data, the results of which were then integrated into the larger discussion of the qualitative data through triangulation in order to identify points of inconsistency, contradiction, and convergence. To assist in the processing and analysis of all collected data, I utilized the computer-assisted qualitative data analysis software (CAQDAS) known as NVivo9 (QSR, 2010).

3.4 Context of the study and participants

This study took place in a *Joho-Eigo Mac* (English Through Macintosh Computers) writing course taught during the 2004 academic year to 2nd-year undergraduate students in a 2-year coordinated Communicative English program that was part of a business department curriculum of a private 4-year university in Japan. *Joho-Eigo Mac* was a 1-year course in the program arranged in a 2-semester format with each semester lasting 12 weeks. Students met once a week for 90 minutes for a total of 18 hours of instruction per semester. The age of the participants ranged from 18 to 21 years. The course was conducted in English in a multimedia classroom outfitted with 63 networked G4 Power Macintosh computers running Japanese system software and a Japanese version of MS Word (2003) with English text capability. The aim of the course in the curriculum syllabus—using English to develop basic research paper writing skills—was presented to the students as an opportunity to develop transferable skills that could be used both inside and outside the course (e.g., other English or Japanese courses, future work situations). Coursework centered around 2 white-paper projects (1 per semester) structured on a project-based learning (PBL) paradigm (Appendices 1 & 2). From the onset, I informed students that from time to time I would be collecting data from the course for my research studies, but that information collected would be voluntary, anonymous and unrelated to course evaluation. The study combines aggregate data taken from the members of two sections of this course that I taught, which over the two-semesters consisted of approximately 86 students almost evenly split among gender lines. The study more specifically focuses on 11 students (8 female, 3 male) from the larger group with 4 of these participating in interviews.

3.5 Data sources

The present study focuses on understanding the experiences and perceptions of learners as they participated in a novel learning environment (i.e., ALE). In an effort to minimize the distraction that data gathering might cause during the project, it was my intention to provide the least-intrusive methods to record learners' thoughts about their experiences. Following action research and reflective-practice design principles for minimizing affective tension in data collection (e.g., McDonough, 1994; McKernan, 1996; Nunan, 1992; Schön, 1987), I implemented the use of questionnaires, change essays, interviews and student diaries in the ALE as both pedagogical tools and data-collection instruments. The multiple sources of data also allowed for the triangulation of data, which Denzin & Lincoln (2005) state "provides rigor, breadth, complexity, richness, and depth to any inquiry" (5). Data triangulation was accomplished through the use of multiple data sources, specifically, *status quo ante* baseline data, questionnaires, change essays, interviews and student diaries. The analysis of the collected data was facilitated by the use of the qualitative data analysis software NVivo9 (QSR, 2010). Table 2 below, which offers a list and brief description of each data source as well as the number of items collected, will be referenced throughout the following discussion of the data sources.

Data Sources (totals)	
Data source	Brief description
1. Baseline questionnaire (300)	A 6-point Likert-scale closed questionnaire asking learners to evaluate their experiences, perceptions and beliefs about their junior and senior high school learning environments and experiences (non-ALE-course participants).
2. 5-item questionnaire (86)	A reflective, 5-item open-ended questionnaire asking learners to comment on the structure of the course and their participation in it (online, end-of-semester).
3. Values questionnaire (83)	A 40-item Likert-scale closed questionnaire asking learners to identify personal values for elements of the course content, structure, activities and other courses in the curriculum (print, midway through 2nd semester).
4. Change essay (86)	An open-ended reflective exit writing asking learners to explain how & why course activities were meaningful for them (print, end-of-semester).
5. Learner diary (40)	Guided, open-ended response diaries asking learners to reflect on particular aspects of the course (ongoing, 2nd semester).
6. Interview (4)	Semi-structured exit interview with 4 students (end of course).
7. Teacher journal (10)	Diary entries based on instructor reflection of course process and research.

Table 2: Data sources with brief description

3.6 Data-collection methods

3.6.1 Questionnaires

Using as a guide literature on reflective-practice (e.g., McKernan, 1996; Schön, 1987) and questionnaire construction (e.g., Cohen, et al., 2000; Sudman & Bradburn, 1982; Wilson & McLean, 1994), I designed the questionnaires that were used in the course and study to serve two purposes: As pedagogical tools to assist my students' reflection about activities in which they were participating (Nunan, 1992; Schön, 1987), and also as data-gathering instruments for the present research. Regarding issues of respondent-interpretation (Alderson, 1992), I was initially concerned about how the depth or quality of L2 students' English understanding and responses might be affected by an English-only questionnaire. I had the choice of having the questions translated into their native Japanese, which may have facilitated student understanding; however, I felt that this would have taken the questionnaires 'out of' the English content and activities of the course, which may have skewed the data in other ways (Nunan, 1992). Deciding on an English form, I piloted the questions for both the closed and open-ended 5-item questionnaires repeatedly among same-grade students from a separate *Joho-Eigo Mac* course to determine how well students would be able to understand the English meaning of the questions as I had intended them (owing to its basic English, 'complete the sentence' format, the open-ended Change essay questionnaire question was not piloted). I was pleased to discover that my original formulations were easily understood indicating an appropriate linguistic level, with only a few minor changes in wording being necessary. As for the reliability of student English responses for *open* questions, I faced similar concerns. If I allowed students to answer in their native Japanese, each of their answers would have to be translated, which would open the door to issues of translator reliability and the unfeasibility of trying to confirm questionable interpretations in a consistent, objective manner. I decided to maintain the English content and structure of the

course and trust that students would be able to answer the questions in English with an acceptable degree of accuracy and required their answers be submitted in that format. Question items were reviewed for clarity, content and appropriateness by colleagues familiar with my research, and themselves versed in action research and data collection procedures, and were revised based upon discussions with them to improve question fitness. Regarding general questionnaire response reliability, literature on questionnaire design and use (see for example, Cohen, et al., 2000; Kuh, 2007; Sudman & Bradburn, 1982) reveals that self-report type questionnaires are likely to be valid under the following 5 general conditions: (1) when the information requested is known to the respondents; (2) the questions are phrased clearly and unambiguously; (3) the questions refer to recent activities; (4) the respondents think the questions merit a serious and thoughtful response; and (5) answering the questions does not threaten, embarrass, or violate the privacy of the respondent or encourage the respondent to respond in socially desirable ways. In an attempt to maintain high student-response reliability, these basic principles were kept in mind as questions were designed for the study.

3.6.1.1 Baseline questionnaire

To determine what impact if any the ALE had on the students' values and engagement, it was necessary to establish a baseline *status quo ante* view that a population of individuals analogous to those in the study held about 'traditional' Japanese secondary learning environments. To establish such a view, it was necessary to conduct a baseline questionnaire. The rationale for using the baseline data was based upon its ability to provide a generalized background about Japanese secondary learning environments against which comparisons and inferences about the students' responses to the ALE could be formulated. The baseline survey consisted of a two-part, closed-format questionnaire (see Appendix 3), with one section

pertaining to student junior high school experiences and the other pertaining to their high school experiences, questions for both sections being virtually identical. The rationale for this similarity was to establish what, if any, differences students held about the two learning environments. Using Eccles-Wigfield's (1995; 2002) task-value constructs and value factors as a guide, I developed a series of 40 6-point Likert-scale response questions designed to elicit responses about elements of secondary learning environments as they relate to the 4 internal task values factors (*Attainment Values*, *Intrinsic Value*, *Difficulty Value* and *Extrinsic Value*) and the 4 external factors (*Project*, *Peer Learning*, *Self-regulation* and *Teacher*), with several questions focusing on more than one value or element construct. The questionnaires were conducted by me and my colleagues over the course of a semester. Because some of the questionnaires would be completed by students outside of my own course who would have no knowledge of the questionnaire's context, I provided a brief Japanese explanation of its purpose on the top of the form. The questionnaire was given to freshmen students at two institutions, mine and a sister university, over the course of a semester, with a total of 300 questionnaires being completed (see Table 2). Questionnaire results were hand tabulated by myself and double-checked by an assistant. These results were then entered into an MS-Excel spreadsheet and afterwards imported into NVivo9 for analysis (Appendix 4).

3.6.1.2 5-item questionnaire

The 5-item questionnaire, developed and conducted near the end of the first semester, followed a semi-structured *open-ended* format (Appendix 5), which was selected for two reasons. One, in keeping with the authentic structure of the course and one of its goals, English composition, I thought that open-ended questions would give my students a challenging opportunity to express themselves in English in an authentic communication

situation. Cohen et al. (2000), support this approach explaining that the main benefit of this format is that individuals have the freedom to explain or qualify their answers without the restriction of choosing from pre-set response categories. The other reason, of course, was to gather data on specific aspects of students' course experiences "in their own words," a rich resource for coding and subsequent qualitative analysis (Gibbs, 2002; Miles & Huberman, 1994; Silverman, D., 2001; 2005). Seen in this light, the open-ended question format was well-suited to the task. The question items were developed to prompt students to express their opinions and feelings about course content and structure, social interaction, and personal development. Questions reflected issues inherent in my research questions, but also information produced in student diary entries as well as from my observations and discussions with students during the semester.

Students were given the last 90-minute class period of the course to complete the questionnaire. Students answered the questionnaire online by filling in a cgi-based version of the questionnaire form that I had created and which allowed for the raw questionnaire results to be sent to my office computer via the school intranet network. Because the questionnaire and expected response language were not in the students' native language, and because of the extra cognitive demand I thought that students would face by having to input their responses into an online form, I provided students with a print copy of the questionnaire in advance in order to allow them time to formulate their English responses. As a way of obtaining permission from the students to use their information as data, students were required to sign and submit their previously given print copies of the questionnaire as proof of attendance. On the day the questionnaire was conducted, I placed a small box on the front desk where students could deposit the forms as they left the room. I explained before the class activity

that I was conducting research and that if they wanted their content to be used as data it was required that I receive their permission to do so, and that I would not use their information unless they agreed to release it to me. I assured students that their anonymity would be ensured, and also, that nothing that they reported would impact their evaluation for the course. In the end, 100% of the students gave me permission to use their data. Students were allowed scratch paper to work out words or phrases, but notes, dictionaries and speaking were prohibited during the questionnaire process. If any students finished early, they were asked to leave the room quietly. Immediately after the class period the digital 5-item questionnaire results were imported into NVivo9 in their entirety for analysis (Appendix 6). In total, 86 questionnaires were collected (see Table 2).

3.6.1.3 Perceived Values questionnaire

The Perceived Values questionnaire (Appendix 7) was a closed-format, 40-item 6-point Likert response scale given midway through the second semester of the course. The questionnaire was conducted as a means of gathering information about students' perceptions about the style and content of the ALE course activities as well as their social and academic performance and engagement in them in relation to the 4 internal task values factors (*Attainment Values*, *Intrinsic Value*, *Difficulty Value* and *Extrinsic Value*) and the 4 external factors (*Project*, *Peer Learning*, *Self-regulation* and *Teacher*). The questionnaire was both inspired and informed by a study conducted by Eccles & Wigfield (1995) on self-perceptions and the subjective valuing of achievement. My goal was not to replicate the Eccles-Wigfield study, but rather to utilize expectancy-value assessment constructs with proven psychometric properties. The questionnaire was given to the participants of the study midway through the second semester of the course—at a time when I thought students would likely have

accumulated a substantial range of experiences from the ALE to draw upon for their responses. The number of questionnaires collected was 86, with 3 being incomplete or illegible (see Table 2).

On the day of the questionnaire, I explained (stated in Japanese on the form itself) that the data from this questionnaire would be used for my research purposes, would be anonymous, and that the results would in no way affect their course evaluation. Students were asked to sign the form if they wanted to allow their results to be used for my research. Those who did not want their results used were asked to leave the signature space blank. The questionnaire form itself was a print document, and students answered by circling their responses. Based upon piloting results, I allotted students 45 minutes to complete the questionnaire. For this questionnaire, students were allowed to use dictionaries and talk during the questionnaire process. The Perceived Values questionnaire data (PV) were hand tabulated by myself, double-checked by a native-English assistant and entered into an MS-Excel spreadsheet. Questionnaire results were then arranged according to the 8 factor categorizations and analyzed for the identification of specific or general factor tendencies (Appendix 8). As part of Phase 2 of the analysis (4.5) the results of the BD and PV, including 2 subsets of the aggregate PV data (11 sources from the PVEM group, and 4 sources from the 4 case individuals) were juxtaposed in an attempt to identify and explore similarities or differences between the data sets as well as relational aspects within the larger set of collected data (4.3.1).

3.6.2 Change essays

For the final course activity of the second semester, students were given the final 90-minute class session to write a reflective exit-composition, or *change essay*, in which the response

prompt asked them to rate and then describe how *meaningful* the course and its activities had been for them (Appendix 9). This response theme emerged from my reading of the previously collected data in the course as well as student conversations during the course. Student comments and numerical data from questions related to this theme in the previously conducted open- and closed-question questionnaires revealed that student interest about the topic and perceptions of its *meaningfulness* to them were high. I explained to the students that the change-essay activity served two purposes: First, that in keeping with the reflective nature of some of the course activities, the change essay would allow them to reflect upon what they have been involved in during this course, and that in doing so might create a sense of perspective for themselves on what the course has meant for them. And secondly, in keeping with the collaborative nature of the course activities, with their permission their results would be used as data for my research, for my own learning about what transpires in such a course. As with the questionnaires that they were asked to complete earlier in the course, I assured students that anonymity would be ensured and that nothing that they reported would impact their evaluation for the course. If students wanted to allow their content to be used as data, they were asked to fill in their student number in the box provided on the form. If the box was left empty, their content would not be used. All of the forms were returned with permission to use the contents as data. The change essays were collected at the end of the class period and manually entered into NVivo9 by me and double checked by a native-English assistant (Appendix 10). The results were initially entered verbatim, but I later realized that in order to make the most effective use of NVivo9's various text-search functions it was necessary to repair misspelled words. I made each change individually, making sure to maintain the original meaning. I made no changes in instances where the original meaning was incomprehensible. In total, 86 Change essays were collected (see Table 2).

3.6.3 Diaries

Six students volunteered to maintain diaries during the course. During the first semester I had developed a casual rapport with a number of students who were comfortable enough to repeatedly seek help or advice during the semester. At the start of the second semester I invited a number of these students, now familiar with the nature and format of the ALE and project task, to take on the task of keeping a diary for the course, explaining that their diaries would allow them to reflect upon their course activities and provide a private feedback channel with me while at the same time providing me with a source of data for my research. Six students initially volunteered with 2 discontinuing after the first 2 weeks (the four remaining students, Ai, Takao, Kazuya, and Noriko, eventually became my 4 interview subjects as well). Each student was given a B5 notebook which contained directions about how to keep the MALL Diary (Appendix 11). The directions also included a Likert-style value scale for the following aspects of each class session:

- Topic/Content
- Activities
- Work time/Pace
- Partner Interaction
- Teacher Interaction

Students were asked to assign a rating to as many of these items as they could and then elaborate on their ratings in a short writing. Students were asked to complete a diary entry after each Joho-Eigo MALL class session. Students were reminded to make their entries after each class session, but were free to hand them in for feedback comments if and when they desired. At the end of the semester, I collected the diaries and manually transcribed them into

NVivo9 in their entirety and had them double checked by a native-English assistant (Appendix 12). I followed the same procedure for dealing with misspelled words in this data as I did for the questionnaire data, making each change individually and making no changes in instances where the original meaning was incomprehensible. In total, 40 diary entries were collected (see Table 2).

It was also my goal to maintain an ongoing ‘reflective practitioner’s’ journal for the duration of the study. I found, however, that midway through the course I had reached a saturation, of sorts, of the types of observations that were emerging from course actions (Appendix 19). Instead of maintaining my journal as such, I recorded observations directly into NVivo9’s ‘Memo’ feature, and utilized this information as needed during my analyses of the data. In total, 10 journal entries were collected (see Table 2).

3.6.4 Interviews

I conducted 1 semi-structured, open-ended face-to-face private interview in my office at the end of the course with each of the students who had volunteered to maintain a diary (Table 2), with interviews lasting from 45~70 minutes. I considered these specific students as interview subjects for a number of reasons. The primary reason is that as a group they exhibited a range of oral and written English communication abilities and expressiveness that I considered representative of the population of the 11 member PVEM group as well as of the larger population (86+ students) of the two *Joho-Eigo* MALL class sections (see Fig 3, p 47). A further reason is that I considered it likely that our heightened communicative interaction (through conversations and diaries) to be a factor in reducing affective tension students may have felt as interview subjects. While it was my intention to interview all 11 individuals in the

PVEM+ group, due to time constraints for processing the interviews and data compelled to limit the number of interviews to the 4 members of the PVEM+ mentioned above.

I developed the set of 12 interview prompts after reading through information gathered from the questionnaires, change-essays and diaries, focusing on emerging themes relevant to issues inherent in my research questions. Because the interview was to be conducted in English, the interviewees were given the list of 12 topic prompts in advance in order to allow them time to formulate responses they could utilize during the interviews, which were conducted in English (Appendix 13). Upon the completion of each interview, I used SONY's Memory Stick Voice Editor (2002) software to listen to the recordings on my computer. As I listened to the recordings I manually transcribed them (as well as my initial commentary) into NVivo9 in their entirety.

3.7 Code development

3.7.1 Phase 1: *a priori* code categories

I began my coding and analysis with a set of *a priori* conceptual code categories that were based upon a set of *internal* and *external* factors previously demonstrated to both measure and impact perceived value and engagement (see Table 3). The code categories used in my study were adapted from Eccles & Wigfield's (1995; 2002) research on task values (see Module 2, 2.2.7), Deci & Ryan's (2002) research on self-determined behavior (see Module 2, sections 2.2.5) and Kindt's (2005) research on the complex, dynamic nature of student engagement. These researchers define fundamental considerations individuals address when engaging in a task, as well as the value components related to those considerations.

<i>a priori</i> code categories	
Internal Factors	External Factors
Attainment value	Project
Intrinsic value	Peer learning
Difficulty value	Self-regulation
Extrinsic value	Teacher

Table 3: *A priori* conceptual code categories

I engaged NVivo9 to begin an exploration of the ways in which students expressed the *a priori* conceptual categories. I began by using NVivo9's search capabilities to conduct a *word-frequency query* of the aggregate sources stored in the NVivo9 database. The results gave me both a numerical as well as alphabetical listing of all of the terms in the database. However, a review of the word-frequency list revealed few if any instances of *a priori* terms. For example, for the term 'peer' (in lieu of the category 'peer learning'), the list revealed that only 11 instances occurred in the data. A similar result occurred for nearly all of the other *a priori* coding categories, with several returning zero instances. Taking into account the age, experience and academic focus of the participants in the study and that their native language was not English, this dearth of *a priori* terms was not entirely surprising. Rather than resort to a line-by-line analysis of the gathered data at this stage, which though potentially valuable and insightful would be unfeasible due to the prohibitively time-consuming nature of the task, I utilized a recursive QDAS technique of bringing together NVivo9's multiple-word or phrase search capabilities with the *a priori* terms or their definitional concepts as a way of creating incipient search strings to link these concepts to textual data throughout the database.

While proven metrics, the *a priori* conceptual code categories in their present state proved unproductive for direct analysis of the aggregate data, necessitating movement to a second phase of coding, the development of synonymic subordinate categories that established inferential links between the *a priori* concepts and relevant information in the data.

3.7.2 Phase 2: Defining subordinate categories

Phase 2 of the analysis consisted of a two-step process by which I brought together *a priori* definitional terminology with QDAS search capabilities to examine the aggregate data for relatable terms or themes. I believed that this process would allow for the identification of synonymic or referential terms (subordinate categories) that would establish reliable and consistent links between the superordinate categories and the data. The first step of this process was the development of search strings that could be used to search the aggregate data for inferential expressions of superordinate code concepts, and the second step was a more detailed open-coding analysis of the search string results to refine this process.

3.7.2.1 Search string queries

In Phase 2 of my code development, I continued the process of developing and refining search strings by an extended process of sampling which consisted of searching the aggregate data for inferential expressions of superordinate code concepts. This recursive QDAS technique brought together NVivo9's multiple-word or -phrase search capabilities with the *a priori* terms or their definitional concepts as a way of creating search strings to link said terms or concepts to textual data throughout the database. To provide an illustration of this technique, when developing a search for the category of *Peer Learning*, I cross-referenced specific definitional terms or themes associated with the concept *peer learning* (see 2.2.3) with terms

in the word frequency list of the aggregate database that had associative value. Once I had established a list of salient terms or themes closely associated with the *a priori* (superordinate) category, I compiled them into a more refined search string for that category. This search string, now more closely focused on that particular category, was then used in another search of the data to identify other potential analogues. For example, the initial terms selected for the *Peer Learning* search string were *partner*, *help*, *cooperate*, *exchange* and *together*. This search matched 164 sources, 547 paragraphs and 915 words in the database. Browsing these results to identify other possible synonymic or associative terms (to include or exclude), and cross-referencing them to the word-frequency list, allowed me to further clarify the categorical boundaries of the search string. For example, subsequent trialing for this search string compelled me to include *opinion*, *friend*, *responsible*, *pair*, *share*, *relation* and *collaborate* to the search string. One possible problem with such a trialing approach is that one can parse the data ad infinitum. Keeping in mind Richards' (2005, p.101) caution about "avoiding the coding trap" of over-zealous coding, I continually monitored my search-string development progress in an attempt to ensure that the search strings that I developed remained within the breadth of conceptual meaning of each of the *a priori* superordinate categories and had minimal redundancy. I ceased the development of a search string when no meaningfully new or significant associative concepts appeared among the results.

Once search strings were developed for each of the *a priori* superordinate categories (Appendix 14), I created a chart to reveal the percentile occurrence of each of the superordinate categories represented in the aggregate data. I labeled the resulting factor

frequency data the *perceived value and engagement measure* (PVEM) and developed a chart from it (Table 4).

Perceived Value and Engagement Factor Measure				
Internal Factors	Attainment Value	Extrinsic Value	Difficulty Value	Intrinsic Value
#search string items	24	9	11	8
%	63%	26%	24%	23%
# word hits	2,402	993	914	859
External Factors	Project	Peer Learning	Self-regulation	Teacher
#search string items	10	11	10	5
%	39%	32%	8%	8%
# word hits	1,440	1,231	325	288

Table 4: Perceived Value and Engagement Factor Measure

My intention with the QDAS search-string process was to create a more focused overview of the qualitative nature of student perceived values about ALEs and their engagement in them, not simply to establish word- or concept-frequency accounts. The initial search-string process, and resultant PVEM, was valuable in many respects, but due to its (or the software's) inability to provide interpretations about the qualitative aspects of student perceived values and engagement being expressed in the data, an expansion of the 2nd phase of QDAS analysis was conducted.

3.7.2.2 QDAS open coding and matrix intersections

The recursive search-string process that I employed was effective in linking the 8 perceived value and engagement factors with relevant textual sources in the database and in allowing for the creation of the PVEM, which provided important overview information of the terms and data. However, its inability to account for the qualitative nature of factor relationships in the data led me to pursue a more detailed analysis of the data. To more accurately explore the interrelationships between the categorically-linked textual passages, a more detailed QDAS-based open-coding approach was utilized on the data at the paragraph and sentence level. To

confirm these results, node *matrix-intersection* comparisons were conducted on the coded data and the results analyzed. BD~PV analyses results were included in these analyses in attempt to triangulate the data.

At the outset of my study, I had hoped to code all student comments collected through the data collection instruments and trends that emerged from the data could be analyzed to develop a comprehensive perspective of students' perceived values and engagement in relation to the ALE course; however, as I faced the prospect of performing a detailed 'open coding' of my entire set of collected data, I realized that I could not do it in a reasonable amount of time without adjusting the amount of data sources that I intended to survey. To make coding feasible at this level of analysis, given the time and personal manpower constraints, rather than attempting to canvas the entire collection of data I decided to limit the data-source individuals to that of the individuals who made up the PVEM group and include in this group 4 'case' individuals from the class sections (e.g., E, F, G, H) who had volunteered to contribute journal and interview data during the second semester as I assumed that their data—because of the semi-structured, open-ended nature of the journals and interviews—might provide more focused insights on the themes of enquiry in the study. It was serendipitous that all 4 of these individuals were already a part of the 5-item Questionnaire data set, however, 2 of the 4 individuals had to be added to the group representing the Change-essay data set. This resulted in the creation of a data set which I called the PVEM+ data group (Fig. 1), made up of the contributions of 11 different individuals whose combined open-ended textual data (5-Item Questionnaire, Changed essay, Diary entries, Interview comments) amounted to 3441 lines of text (Appendix 15).

5-item			Change		
Item	Hits	References	Item	Hits	References
Milo, 181, M	31	387	Milo, 181, M	34	254
Timothy 181, M	89	545	Milo, 181, M	29	226
Takao 181, F	76	529	Milo, 181, M	33	224
Al, 181, F	93	533	Timothy, 181, M	46	225
Nelson 181, M	71	509	Al, 181, F	48	222
Milo, 181, M	87	487	Timothy, 181, M	91	196
Chao 181, M	88	484	Sparks, 181, M	40	196
Nelson 181, F	97	522	Nelson, 181, F	93	189
			Takao, 181, F	46	185
			Nelson, 181, F	91	181

Figure 1: PVEM+ data group

I decided to use this particular source data because of their noticeably higher density of code-reference hits, and, as open-ended results I thought they would also be more likely to provide the richest source of direct and inferential student expression about the concepts in the study.

The QDAS-assisted open-coding procedure consisted of performing a line-by-line analysis of results from each of the 8 perceived value and engagement search-string queries that were conducted on the aggregate data for each of the 11 individuals in the PVEM+ data group. My intention for doing this was to validate (or reject) existing code choices as well as develop more fitting subordinate categories through the identification of inferential code occurrences in the data. The procedure was conducted on the group of search strings until no significantly relevant new coding categories emerged from the analysis of the data. This extended sampling process allowed for the development of a set of succinct definitional boundaries for the 8 *a priori* categories as they related to my data. The definitional boundaries established for the *a priori* categories are represented in Table 5 below. I made every effort to be consistent in my coding, but by their very nature qualitative, subjective methods such as those employed in this study preclude the development of absolute categorical code boundaries (Gough & Scott, 2000). Nonetheless, I am convinced that the results produced by this method of coding allowed for the development of valuable insights about the phenomena under investigation.

Internal & External Factor Definitions			
Internal Factors	Definitions	External Factors	Definitions
A = Attainment Value	Perceptions of the attainment of objective & subjective skills or knowledge, the maintenance of interactive harmony during the task (relatedness).	P = Project	The meaning or style of the ALE or the primary task.
E = Extrinsic Value	Perceptions of short-term (school) and long-term (work) utility, autonomy.	PL = Peer Learning	The execution of collaborative activities, including the maintenance of a supportive nature.
D = Difficulty Value	Perceptions of mental or physical demands.	S = Self-regulation	Making choices, regulating one's actions and behaviors, and the maintenance of commitment.
I = Intrinsic Value	Perceptions of enjoyment referenced to self or to others, autonomy.	T = Teacher	The type or level of teacher instruction, including levels of dependency.

Table 5: Internal and external definitional boundaries of *a priori* code categories

Once subordinate code categories were established, a comparison of data coded at the *internal* and *external* code category nodes was accomplished in NVivo9 to determine the frequency of code co-occurrences in the data and to discover if any new code properties or themes might emerged from an analysis of them. This was accomplished by performing *matrix-intersection* queries for each of the 8 superordinate code category nodes in NVivo9. This query function enables the researcher to display frequencies of coded reference overlap between select coding categories (*nodes*) and also allowing for an analysis of the text associated with them. The function can also be configured to allow for cross-referencing between positive or negatively coded data as well as data from different data sets or individuals. Table 6 shows the abbreviations used in matrix-comparison node-search queries.

Given that there are 4 internal and 4 external factor code categories, there are 16 possible *perceived value and engagement factor intersections*, for example, *Attainment Value-Project*

(AP), *Extrinsic Value-Peer Learning* (E-PL), and so forth. With the inclusion of negative code categories, the number of such possible intersections is 32 (excluding the possibility of multiple-node matrix queries).

Perceived Value and Engagement Factor Intersections				
Perceived Value and Engagement Factors	P = Project	PL = Peer Learning	S = Self-regulation	T = Teacher
A = Attainment Value	AP	APL	AS	AT
I = Intrinsic Value	IP	IPL	IS	IT
D = Difficulty Value	DP	DPL	DS	DT
E = Extrinsic Value	EP	EPL	ES	ET

Table 6: Perceived value and engagement factor code node intersection labels

The matrix-intersection search-query data results for the aggregate categories (including both positive and negative external factor aspects) were analyzed by viewing them as numeric spreadsheet data (Table 7), 2-dimensional graphic representations (Fig. 3) and through textual analysis. The analysis of matrix-intersection query results will be discussed in Chapter 4 (4.5.3). A complete collection of the data results in both formats is available in Appendix 17.

	(P) Project	(D) Difficulty	(I) Intrinsic Learning	(E) Extrinsic Learning	(S) Self-regulation	(T) Teacher	(A) Attainment	(D) Difficulty	(I) Intrinsic	(E) Extrinsic
(A) Attainment Value	10	10	10	10	10	10	10	10	10	10
(I) Intrinsic Value	10	10	10	10	10	10	10	10	10	10
(D) Difficulty Value	10	10	10	10	10	10	10	10	10	10
(E) Extrinsic Value	10	10	10	10	10	10	10	10	10	10

Table 7: Spreadsheet rendition of *matrix-intersection* results for all code categories

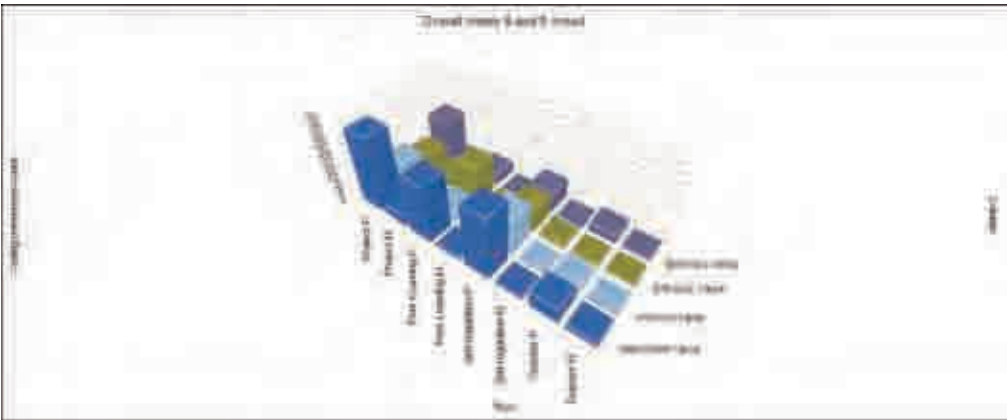


Figure 2: Graphic rendition of *matrix-intersection* results for all code categories

Given the capabilities of the software to bring data from various data sets together for cross-reference analysis, I could have devised an elaborate system to examine co-occurrences at many levels in the data. However, in this phase of analysis I was attempting to isolate broader trends or themes, and I felt that to subject the data to more than binary intersection queries at this stage would have proven confusing and unproductive.

As is mentioned in Phase 2-step 1 (4.5.1), when discussing search-string results, even a cursory reading of search results revealed numerous instances of conceptual relation between search-string items and the *a priori* factor categories. The example below of a result from a *matrix-intersection* query of the categories A-PL reveals that the factors represented in the text indicate evidence of conceptual relationships between the factors: *Peer learning* impacting *short- and long-term utility valuation of social skill* development:

We must **cooperate** with our own partner and we also must **talk**, because if we didn't talk the report would not be good. And maybe, we will work with many other people after graduation, when the time comes there are some situations that we must **cooperate** with other people. At that time, these experiences will be **useful**. (Hiroko 143_F)

All units of text coded at the matrix-intersections were examined, with virtually all revealing instances of factor relationship/influence. The previously completed analyses of the Baseline (BD) and Perceived Values (PV) data produced a number of important insights and questions about the *internal* and *external* factors of both JSLEs and the ALE as well as the identification of 3 salient themes in the data, which were integrated at this time in the analysis of the matrix-intersection results. The results of this phase of analysis will be discussed in detail in Chapter 4 (4.5.2). The themes themselves however, though highly corroborative, did not provide a consolidated explanation or understanding for the various aspects of students' perceived

values and engagement as they relate to ALE phenomena. In order to provide a more complete synthesis of understanding about these various elements, I initiated a 3rd phase of analysis, *axial* and *selective coding* that focused on 4 Case individuals.

3.7.3 Phase 3: Axial and selective coding

In essence, this study is a multi-level exploration of the *causal relationships* (Gibbs, 2002; Strauss & Corbin, 1998) that exist among phenomena: between two different learning environments (JSLEs and an ALE), and between the participants of these LEs and the various *external* task factors of which they are composed. Rather than focusing on the search for absolute proofs of *cause and effect* in the *positivist* sense, such an exploration of *causal relationships* seeks “confirmations of causal linkages in the text” that allow the researcher to “modify or extend theory” (Gibbs, 2002, p. 172). Each of the two previous phases of coding and analysis contributed significantly to my understanding of phenomena in the data, but their results were not capable of providing a cogently descriptive explanation of the phenomena in question. To accomplish this goal, a 3rd phase of coding making use of GT *axial* and *selective coding* techniques was conducted. *Axial* and *selective coding* techniques were chosen specifically because of their reputed facility to relate multifarious categories in a systematic way as a means of validating statements of relationship among concepts and for the formation of theory (Strauss & Corbin, 1998).

As the number of themes developed as a result of the Phase-2 analysis was relatively small (3) and closely related, I decided to include all of them in the *axial coding* process with the intention of refining them to a single theme for use in *selective coding*. I had originally intended at this time to refine the primary focus of the study from that of the data of the 11 PVEM+ individuals to that presented by the 4 case individuals. My assumption was that this

might provide a more detailed, individual-oriented analysis. In the end, however, I decided against doing this. Recursive sampling of the larger aggregate data sets with coding results of the PVEM+ group revealed a surprising degree of consistency of among the sets. However, when the 4-case group was sampled, this degree of consistency was reduced in some areas. As I worked through the analyses, I realized that the results of the analyses were leading not to a clearer individual-oriented perspective, but rather toward the development of a more informative general perspective. This brought me to the realization that no appreciable advantage could be had by reducing the focus of the study. I decided that *axial* and *selective coding* techniques used on the PVEM+ data would allow for the development of results that could be more meaningfully generalized.

Strauss and Corbin (1998, pp. 123-142) suggest basing *axial coding* on an organizational scheme, or *paradigm*, that allows for the analysis of causal linkages in data coded at a set of prescribed conceptual elements. Gibbs (2002, p. 171) provides a tabular model of this paradigm, which I adapted for use in this study (Table 8). I used NVivo9 to organize the aggregate data for the PVEM+ group of individuals, consisting of their 5-Item Questionnaire results, Change-essay results, Diary entries, and interview transcripts, all of which consisted of open-ended type results. I then used NVivo9 to code that data using the axial code elements for the paradigm as a guide. As was the case with earlier analyses, numeric PV Questionnaire results could not be effectively coded in NVivo9, and so were included in the larger axial- and selective-coding analysis through descriptive interpretation.

Axial Coding Model (Gibbs, 2002; Strauss and Corbin, 1998)		
Model element	Explanation	Examples from the ALE
• Causal conditions	Factors that influence the central phenomenon, events, incidences, happenings.	Pre-ALE formative experiences (<i>JSLEs</i>), ALE tasks (<i>academic-social integration, peer learning, self-regulation, teacher</i>)...
• Phenomenon	The central idea, event, happening, incident which a set of actions or interactions is directed at managing or handling, or to which the set of actions is related.	Perceptions about ALEs (<i>objective & subjective project goals, peer learning, self-regulation and self-directed activity, instructor</i>)...
• Strategies	Addressing the phenomenon, Purposeful, goal-oriented.	Desire or attempt to perform in the ALE (<i>self-direct/regulate, help others, be responsible, maintain commitment</i>)...
• Context	Locations of events.	2nd-year authentically-structured Joho-eigo EFL course in the MALL.
• Intervening conditions	Shaping, facilitating or constraining the strategies that take place within a specified context.	Internal/External value factors (<i>past, present, future</i>), assessment of utility, competency, personal challenge...
• Action/interaction	Strategies devised to manage, handle, carry out, respond to phenomenon under a set of perceived conditions.	Collaboration, giving-getting support, responsible load-sharing, self-direction, self-reflection and assessment (<i>adaptation</i>)...
• Consequences	Outcomes or results of action or interaction, result from the strategies.	Personal development (<i>expanded awareness of value parameters, competencies, skills</i>), unintended perceptual pendulum swing.

Table 8: Axial-coding paradigm

The axial-coding elements that I used followed guidelines provided by Strauss & Corbin (1998) and Gibbs (2002), which I outlined in Table 8 and which are detailed here: (1) The *causal conditions* consisted of the *internal* factors and *external* factors of the ALE and formative JSLEs. (2) The *phenomena* being examined consisted of the PVEM+ group individuals' perceptions of their participation in an ALE. (3) The *strategies* the PVEM+ group individuals utilized to address the phenomena were coded as such. (4) The *context* consisted of the EFL *Joho-eigo MALL* course. (5) I also coded for instances of *intervening conditions* that mediated the strategies students used to address the phenomena. (6) The

actions/interactions consisted of mediated strategy results. And finally, (7) the *consequences*, which consisted of the results of the strategy-mediation, conditions-action/interaction process. After *axial coding* was completed, *selective coding* (Strauss & Corbin, 1998) was used to refine the results.

I brought into this phase of analysis 3 salient thematic elements relating to student perceptions of ALE components developed from previous BD-PV and matrix-intersection analyses (*social/academic integration*, *practicality/utility value*, and *self-directed activity*) integrating them into my axial-coding paradigm. Strauss and Corbin (1998), in their discussion of GT processes involved in analyzing data, however, suggest focusing ultimately on only one central phenomenon in the study and developing a theory around that one phenomenon. A further assessment of the manner in which these 3 themes are related to one another compelled me to select the concept of *self-directed activity* as the most integrative phenomenon. An analysis of the combination of *axial-* and *selective-coding* instances from the PVEM+ data related to this phenomenon resulted in a demonstrative description and analysis of ALE influences on perceptions and engagement, which is presented in Chapter 4. The results of this descriptive analysis provide for a summative model of authentic activity, perceived values and student engagement, which is offered in Chapter 5.

3.8 Assumptions and limitations

One of the limitations of mixed methods research is a lack of well-known exemplars in the literature, which makes it difficult for researchers to draw upon “best practice” when deciding ways to integrate qualitative and quantitative data in analyses (Bryman, 2007, p. 19). As this was my first formal attempt at mixed methods research, this lack of exemplars challenged me

to devise effective methods for integrating the results of the analysis of my two types of data. To develop the most effective analyses as possible, I followed a method of *triangulation* suggested by Denzin (1978), in which I sought to develop outcomes that would reveal where the two types of data were *inconsistent*, where they *contradicted* each other, and where they *converged*. The quality and strength of the explanations of the observed phenomena in the study rests primarily on how consistent I was in conducting these analyses.

This work assumes that students' questionnaire, Change Essay, journal and interview responses represented the most candid and reliable explications of their thoughts on the phenomena. However, given that the subjects' native language was not English, it is understandable that they struggled at times to produce accurate or varied descriptions or explanations especially given that time was often a limiting factor in their production. The present study does not contain methods for determining what effect this may have had on the collected data. In addition, comments provided for the data-collection instruments (in particular those from the open-ended items) were of a primarily positive nature, which may seem unnatural, overly biased and perhaps suspect. As has been reported in the literature, the possibility exists that some of the student responses reflect conscious or subconscious attempts at ingratiation. It has been my experience, however, that when Japanese university-level language students are asked to write honestly about their experience and opinions, they attempt to do so to the best of their ability. However, the possibility that some level of ingratiation is reflected in study responses cannot be discounted. Many responses did contain negative nuances. However, as the analysis reveals, the majority of these did so by way of presenting a perceived negative aspect as something the students learned from. In retrospect,

however, greater efforts could have been made in the design of data-collection instruments to allow for varied ways to express perceptions of negative factors about experiences in the LEs.

In addition, every effort was made to ensure participant anonymity. The respondents who made up the PVEM+ group, however, agreed to allow the use of their first names in the study in lieu of pseudonyms.

As the course in the study had as one of its foci English language study, the data-collection instruments and procedures were conducted almost exclusively in English, with only minor exceptions given to instructional language or explanation points that I considered outside the general linguistic level of the participants. Undoubtedly, this exerted a challenge to students' abilities to accurately describe the variety of issues specified for their commentary. All of the procedures could have been accomplished in Japanese, and their results processed, though at great effort, time and cost. Having done so may have provided different insights, but would also have raised a different set of issues regarding reliability and accuracy. The resulting clear indications of student perceptions and aspects of engagement revealed in the data support the manner in which the data collection instruments were prepared and processed.

Finally, with regard to the use of QDAS in this research, I admit a lack of experience at using this software. Had I more experience with this type of research tool, my analyses might perhaps have been more focused and comprehensive. Seen through a grounded-theory perspective, however, the path my QDAS research took provided me ample opportunities to examine a range of software uses and QDA approaches as well as untold re-visitations to the student data, which increased my familiarization with it.

CHAPTER 4: PHASES OF ANALYSIS

4.1 Introduction

This chapter provides an analysis of the data that resulted from research instruments and procedures designed to explore learners' perceived values of ALEs as well as their engagement in them. The chapter begins with a discussion of two sets of numeric questionnaire data, the Baseline data (BD) and the Perceived Values data (PV). The BD presents a *status quo ante* (Tribble, 2000) perspective of the type of formative Japanese secondary learning environments (JSLEs) experienced by the study's population (Appendix 4). The PV presents a late-course perspective of the participants' perceptions about aspects of the ALE related to 8 internal and external perceived value and engagement factors (Appendix 8). Both the BD and PV data sets are numeric in nature, and as such could not be coded in NVivo9 in the same manner as the remaining textual data sets for this study were. Nevertheless, the BD and PV data collection instruments were designed to query students' views about qualitative issues of value and engagement about their learning environments, thus inhering a qualitative aspect to the quantitative data and allowing for its triangulation with coded qualitative data in a mixed methods approach. This numeric data is discussed first as separately summarized data with relevant points of interest or themes that emerged from the analysis of the two data sets used to inform analyses and discussions that take place in various phases of the analysis.

The investigation of the participants' perceived values about the ALE and their engagement in it using QDAS is detailed in 3 phases, which followed a grounded-theory approach utilizing both quantitative and qualitative techniques: Phase 1) *a priori* code selection; Phase 2) open coding, resulting in a Perceived Value and Engagement Measure (PVEM+), a definition of

coding category boundaries, and code matrix-intersection analysis; and Phase 3) grounded-theory *axial*- and *selective-coding*, resulting in a demonstrative description and analysis of ALE influences on student perceptions and engagement. All analyses are brought together in a concluding discussion that effectively describes student perceived valuations of specific aspects of ALEs and of their engagement in them.

It is important to reiterate here that this research does not specifically focus on the *longitudinal* nature of the learners' perceptual or engagement changes, though observations regarding this aspect emerge from and form part of the analyses in this study. The primary focus of this study is on factors determining *why* and *how* changes in student perception or engagement occur as a result of participating in the ALE. The types of data I chose to collect to determine these aspects do not lend themselves to specifically or accurately determining *when* such changes might occur. Thus, a comprehensive longitudinal analysis falls outside the scope of this study.

Each phase of analysis in Module 3 is presented as a distinct unit, but in actuality the three phases built upon each other through the recursive grounded-theory process of revisiting data to refine concepts that emerged from analyses of it. As fundamental benchmarks, the Baseline and the PV results are referenced throughout the multi-layered analyses, with the general flow of further data analyses following a process describe here and outlined in Figure 3 below.

The Likert-style Baseline and Perceived Values data-collection instruments were developed around the 8 *internal* and *external* perceived value and engagement factors, which informed all developmental and analytical phases of the study (*a*). The Baseline Data (*b*) and Perceived

Values data (c) results were organized according to these same factor categories and analyzed to identify factor-related themes within their respective results. The results of this process informed subsequent analyses.

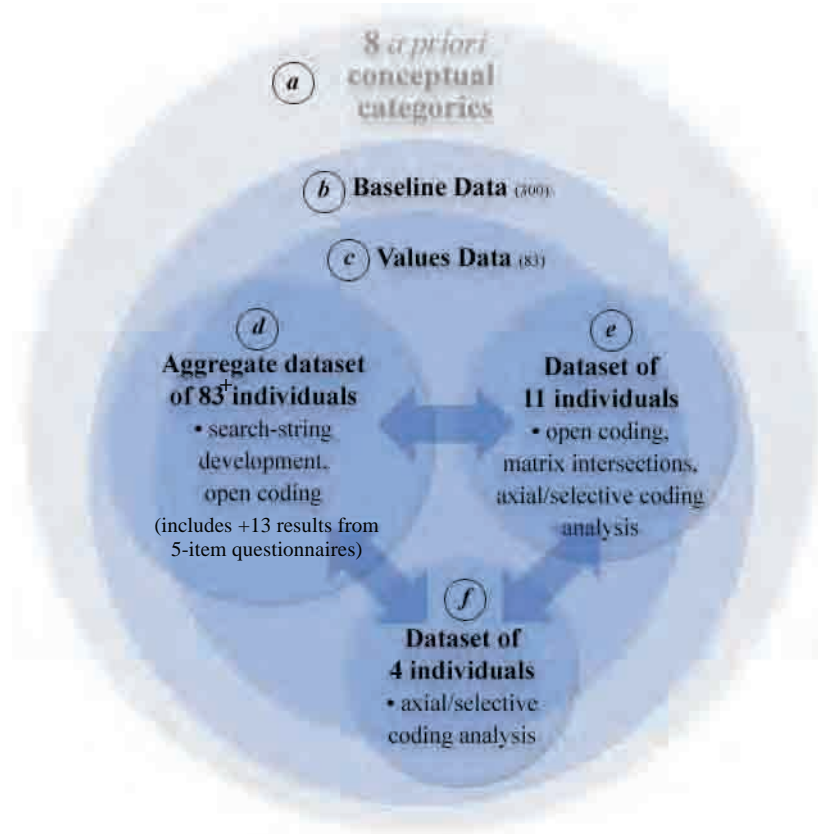


Figure 3: Data use chart

The aggregate data (d) gathered from the remaining open-ended data-collection instruments were first analyzed in their entirety using QDAS open-coding procedures to define search strings as a method of defining code category boundaries and subordinate code categories. Due to the nature of the second phase of coding, the number of individuals contributing data to the analysis was reduced to those individuals in the top 10% of the PVEM results (e). Open coding was continued on this data set until satisfactory subordinate code categories were developed, after which search queries were conducted in NVivo9 to analyze code co-occurrence at *node matrix intersections*. Factor-related themes previously identified in the BD

and PV analyses were integrated into these analyses. The numeric PV results for individuals in this data set were then triangulated with that of the aggregate PV data in order to identify points of inconsistency, contradiction, and convergence between the data sets. To determine if a further reduction of focus was warranted for the final analyses (*f*), the PV results of 4 case individuals were then triangulated with the PVEM+ group and the aggregate PV results. Again, the rationale for this was to discover any similarities or differences that might exist between these data sets, and to examining how any such information might inform the final stage of *axial* and *selective coding*. As no significant advantages could be found by reducing the focus of the data used in the analysis, the PVEM+ group data set was adopted for the final phase of *axial* and *selective coding*. The summary and analysis of the PV results below follows the same organizational progression used for the BD summary and analysis. The full BD results can be located in Appendix 4, and the PV data results, with values compiled for the aggregate data, the PVEM+, and the 4 Case individuals, can be located in Appendix 8.

4.2 Baseline data results and analysis

As a *status quo ante* perspective of objectivist-oriented Japanese secondary learning environments, the profile of the Baseline data (BD) presented me with an informative view from which to consider student perceptions of their ALE experiences. When discussing questionnaire items below, I have substituted the actual questionnaire words ‘junior high’ or ‘senior high’ with ‘Japanese secondary learning environment’ (JSLE) to reflect the fact that the information represents the data from the combined sources (explained below). Also, it should be noted that because of the non-elective nature of JSLE curriculums, the participant respondents, when referring to courses in the curriculum in English, often use the terms ‘class’ and ‘course’ and ‘subject’ synonymously. When discussing courses or subjects

(curriculum) versus classes (an example of a specific session of a course) in my analysis or when utilizing quoted student text, I will delineate between the two clearly. Furthermore, while I trust that respondents provided sincere answers to the baseline questionnaire items, the possibility of deficient design in any of the query items and the varied language abilities of the respondents are limiting variables that must be taken into account when interpreting the data. While analyzing the results from this instrument, I realized that students' abilities to clearly distinguish between the 6-point rating scales (e.g., somewhat agree/moderately agree) may have influenced their ability to answer accurately thereby skewing the survey results. Looking back, I can see where better instrument design would have ameliorated this affect. The activity itself and the results, however, were immensely helpful in providing insights about the factor elements in question as well as the design of subsequent queries and data analyses.

Initially, the BD was analyzed for any similarities or differences that might occur between the junior and senior high school learning environments (Appendix 18). Several minor points of difference stood out, which are included in the following discussions, but none significant enough to this study to warrant discussing the data sets as wholly separate entities. Thus, as a means of constructing a general profile of 'traditional' Japanese secondary learning environments, I chose to combine the data (Appendix 4). In cases where ambiguous or uncertain results occurred in the analysis of the data, I contracted the services of a bilingual native-Japanese expert on education and curriculum design at my institution to review the responses in question and to offer plausible alternative interpretations of the data. The selection of this individual was premised on his extensive knowledge about Japanese secondary education systems obtained from 10 years of experience teaching in such

environments as well as nearly 20 years experience at curriculum design at the tertiary level. I have documented in my discussion all instances where this individual's services were incurred. The interview transcript of these discussions is available in Appendix 20.

Baseline questionnaire items were developed to target the 8 *internal* and *external* perceived value and engagement factor categories and are thus organized according to these groupings rather than based on their result totals. As a means of triangulation, the BD results will be included in discussions about separate data sets that are utilized in the 3 phases of analysis that are presented after this section.

Discussion of the BD will combine result profiles with my own observations and questions that emerged from the analysis of the data. The observations and questions that follow were in reality born of a non-linear GT-based analysis of the data but are included in the discussion of each categorical section in a discrete linear fashion for ease of understanding.

The view the BD presents of participant perspectives about *Attainment Value* aspects of JSLEs is of a student population that is clearly concerned with performance abilities and confidence, with 70% acknowledging the positive role that JSLEs have in helping them to 'think better' (#10). It also reveals that a majority of students (65%) consider 'becoming a good student' to be a main concern, though less so in senior high school than in junior high school (#4). This data also reveals a population that generally does not consider there to be adequate time to study or learn about topics deeply during this period, which implies the possibility of an adverse impact on the previously mentioned results.

My immediate response to this data was to question what ‘being a good student’ connotes to individuals in such a learning environment. One can assume, looking at other BD results (e.g., #8 grades), that ‘good-ness’ is related in some way to performance and manner as might be expected. However, performance and manner are likely to have different causal agents based upon the learning environment (e.g., JSLEs or ALEs). This compelled me to focus my analyses more closely on *what* learners in LEs are trying to be good at and *why*. Similarly, the results caused me to consider what the possible connotations of ‘think better’ might be for individuals in such a learning environment. The BD reviewer suggested that of course such students want to increase their information and understanding about various knowledge domains, however, given the pedagogical foundation of JSLEs, it is safe to assume that ‘think better’ primarily connotes the development of information processing skills that enable one to perform better on exams structured for the replication of information. This would seem to contrast with the general connotation of ‘thinking better’ in an ALE, which is the development of skills that enhance the internalization of content through problem solving, social interactions, project development and explanation with the goal toward developing learning skills and content that can be referenced in future problem-solving situations. The data also raises questions about why there is a perception among students that there is a lack time to study or ‘understand topics deeply’ in JSLEs. As with the question about the connotation of ‘thinking better’ mentioned earlier, I was curious as to what ‘understand deeply’ connotes for individuals in such an LE. The BD reviewer suggests that one possible reason for the perceived ‘lack of time’ to understand topics ‘deeply’ may be connected to institutions’ strict adherence to the national curricular calendar, a practice in which institutions follow the advancement of the calendar regardless of whether students have formulated a full understanding of a given topic or not. And while learners undoubtedly strive

to internalize content out of personal interest, the BD reviewer suggests that students' sense of the term 'understand them deeply' is likely closely linked to the nature of JSLE curricular demands and as such should be considered as more likely connoting the 'rote memorization of information.' This stands to reason as such information memorized 'deeply' enables students to perform well on tests that focus on the replication of information. The connotation of these concepts, 'thinking better', understanding topics deeply', as they relate to JSLEs appear to contrast with corollary concepts and goal and performance elements inherent in ALEs.

The perspective about *Intrinsic Value* aspects of JSLEs that the BD presents is of a student population that overwhelmingly enjoys secondary school life (84%) and which has a generally positive view of experiences had during that time (#1). The BD also reveals that studying in JSLEs is perceived to be *interesting* (64%) (#1), but only slightly more important or intrinsically rewarding as spending time with friends (60%) (#3). In addition, the BD reveals that individuals' perceptions about the 'likeability' (56%) or 'level of challenge' (53%) of course topics to be rather equivocal, which may imply a judgment of inferior or mediocre quality (#9 & 17). A point in the *Intrinsic Value* data that was of particular interest to me concerned the perceived difference of importance between academic and social activity. Throughout their participation in JSLEs, students perceive non-academic social activity (60%) as more *important* than academic activity (40%) (junior and senior high averaged) (#2 & 3). However, when comparing the data for the perceived importance of 'being a good student' among these groups during this same time period peculiar anomalies emerge. In junior high, (71%) students perceive the importance of 'being a good student' as a priority (#4), a figure which by high school drops significantly to 59%. Why, then, during this same period do senior high school students perceive themselves as nearly engaged with academics (62%) as

they were in junior high (65%) (#9, 10 & 17)? Does this data indicate that senior high students have reached a confident level of competency at ‘being a good student’ such that worrying about *becoming* a good student is less of a consideration to them anymore? While somewhat confusing, this at least begins to create an image about what ‘being a good student’ actually connotes for such individuals. However, what complicates this emerging image is the question, Why, then, does the perception about the importance of ‘getting good grades’ during the same period decline in these groups from 81% to 70% respectively (#8)? How can these same JSLE participants perceive the importance of friends to be higher than studying, perceive themselves as *less* concerned about exerting efforts to be good students or be *less* concerned about getting good grades, and yet still perceive themselves to be readily engaged with courses and materials? What dynamics within the SLE account for such seemingly contradictory perceptions? One possibility is that this particular baseline data may offer a glimpse of a population that has adapted to and performs within the range of expectations inherent in JSLEs. If so, this might be seen as a positive ability for individuals participating in a new learning environment (e.g., ALE). Also, the emphasis attributed to social interaction in JSLEs would appear to be another possible beneficial carryover attribute for individuals participating in an ALE, with its implications for the facilitation of collaborative activity. Such points raised about perceptions of intrinsic value related to JSLEs are of interest to me because they bring attention to the manner in which (and possibly reasons why) students manage a bifurcated existence between their academic and the social worlds within JSLEs. Of further import is the possibility that JSLE-conditioned individuals might carry over these management techniques or traits into the ALE, an LE which emphasizes the need for social skills to manage the self and perform activities.

The perspective about *Difficulty Value* aspects of JSLEs that the BD presents is limited as only two questionnaire items (#12 and #19) were designated to directly address this factor. The results, like those discussed previously, are interesting for their seeming contradictions. Given the central JSLE emphasis on study activities that focus on individual, non-collaborative effort and competitive examinations, it is not surprising that passing courses is perceived as a difficult task by the majority of JSLE students (junior high 66%, and high school 70%) (#12). And yet, half or more *do not* perceive failing JSLE courses as worrisome (junior high 76%, and high school 51%) (#19). This raises the question of how courses can be considered difficult to pass and yet the passing of them *not* be a significant cause for concern? Does this data imply that the courses, though considered difficult, are at the same time considered ‘doable’ (especially so in high school)? Initially I considered this anomaly the result of a specifically shared connotation of the term ‘difficult’ (e.g., time consuming, tedious). However, the significant difference between the junior and high school figures (25% drop) may also be related to how the previously discussed intrinsic value data on ‘good student’, ‘good grades’ and ‘engagement’ is connected to course material. Perhaps this drop can be explained by an increase in student competencies as they progress through the JSLEs. The BD reviewer agreed that student perceived levels of competency might be attributable to such figures, but suggests that another possible reason for this lack of perceived concern could be related to the intense pressure upon JSEL teachers to ‘do whatever it takes’ to help students pass the final exams as student failures reflect badly on teacher performance within an institution. The questions raised about the BD *Difficulty Value* data are of interest because the ALE offers the individuals a radically different performance structure that has significantly different task procedures, expectations, challenges and outcomes compared to what they experienced and were accustomed to in their JSLEs. Given the different structure of the ALE,

what aspects of it are perceived as difficult (and or doable) by students and why, and how do such aspects impact the participants' perceptions of the ALE, themselves and their engagement in the task? Furthermore, how do these perceptions influence their adaptation to the new LE?

Perceptions of *Extrinsic Value* are concerned with issues surrounding *short-* and *long-term utility* as well as *autonomous behavior*. Various extrinsic reasons for performance (grades, self or other approval, or personal preparatory skill and knowledge development for future activities) influence perceptions of utility or autonomy. The *Extrinsic Value* perspective about JSLEs that the BD provides shows that a large percentage of JSLE participants (75%) perceive 'getting good grades' as important (#8), and that 65% perceive 'information and topics learned' in JSLE courses having utility value for endeavors inside or outside of school (e.g., other courses, future study) (#6 & 7). Because the courses in the JSLE curriculum are discretely arranged with little or no content overlap, I interpreted the results for questions #6 and #7 (information perceived to have 'cross-course utility') to indicate information related to 'study skills or techniques focused on the development of information-processing techniques *useful* for quiz or examination activities' rather than various *content topic information*. This contrasts with the concept of information and skills in the ALE, which purports to develop both content information and skills that are readily transferable to not only other academic but non-academic learning situations as well.

That JSLEs are by their nature primarily extrinsically oriented (teacher-, grade, and exam-centered), the extrinsic value results should not be surprising. In addition, the monolithic structure of JSLE activities and goals may help to explain why students have generally

positive perceptions about their JSLEs, with a lack of any *strong*, negative perceptions related to *difficulty*. Perhaps because the JSLE ‘perspective’ is all that they have known in their budding adulthood, and has been engrained in them as ‘the’ way toward their future (higher education), they willingly engage in the LE. In essence, because the JSLE system is ‘the’ way forward in life, it is possible that the JSLE students have embraced and adapted to the values inherent in the system and therefore do not perceive the extrinsic nature of its makeup as a negative factor. What, then, is the impact on such students’ perceptions of themselves, their peers, and the LE as they progress through an ALE with its *reduced* emphasis on separable consequences such as grades, or its distinctively different teacher role? How do students accustomed to the JSLE ‘system’, which emphasizes a highly structured relationship between instructor, score and level with competency and achievement, develop or maintain meaningful engagement in the ALE? If the extrinsic aspects of JSLEs are perceived as ‘practical’ and ‘meaningful’ and students embrace them as such, how will they relate to the ALE with its different structure and causal conditions?

The perspective of JSLE *Project Value* that the BD presents is substantiated by Ministry of Education (Monbusho, 2001) documentation and separate research on JSLE classroom size in Japan (LoCastro, 2001). The BD reveals the average JSLE class size to be approximately 40 students. This is similar to the 2 ALE courses of which this study is comprised, which had an average size of 43. Also, not surprisingly, the BD reveals that JSLE courses consist almost exclusively of lecture-style offerings (93%) (#3a). As was mentioned earlier in the BD discussion, relatively large, lecture-based JSLEs are perceived by participants as providing an enjoyable, meaningful and relatively challenging setting in which to accomplish the learning tasks specific to them. The systemic objectivist structure of JSLEs appears to cultivate the

sense of a ‘practical acceptance’ of the LE which nurtures the generation of meaningful engagement among the participants. The ALE, however, confronts such students with a radically different set of task parameters under which to operate. Such participants, as a result of their JSLE experiences, begin the ALE equipped almost exclusively with a set of perceptions, expectations and study skills produced from and tailored to their JSLEs. Of key interest to me at this point is whether students are able to adapt to the structure of the ALE in a similar manner, and if so whether this will translate into a ‘practical acceptance’ of the new LE that will in turn drive their engagement in the ALE.

The perspective about *Peer Learning* aspects of JSLEs that the BD presents is that JSLEs provide ample opportunities for individuals to work with partners and groups. However, the ‘traditional’ nature of secondary school pedagogy in Japan as it serves the national curriculum generally precludes a view of the JSLE curriculum as having a *Peer-learning* orientation—which has as its basis near-peer collaboration, problem solving and project creation. In JSLEs, students work more generally in isolated competition to complete the same coursework, with evaluation based primarily on performance scores, which are designed to reflect the ability of the learner to understand taught concepts and replicate supplied information. The BD reviewer suggests that respondents may have interpreted this question to include the very frequent non-academic pair or group tasks JSLE participants are called upon to participate in (e.g., club, custodial, or extra-school organizational tasks), which are considered part of their ‘education’ while at school. Given this background, my interest is focused on how the extended nature of the ALE task, with its emphasis on collaborative activities, is likely to challenge participants’ extant perceptions, beliefs and strategies about interaction with others

in an academic sense—which is likely to engender multiple, ongoing issues associated with self and partner ability, conflict, commitment, responsibility and character.

The concept of *Self-regulation* is a part of every individual's existence. Even within a set of parameters such as those that exist in JSLEs one makes choices and controls one's self. The perspective about *Self-regulatory* aspects of JSLEs that the BD provides is one in which students perceive JSLEs to be only somewhat restrictive in nature, which I found to be surprising given the structure of the curriculum. The BD shows a relatively split view among the population regarding the perception of having the ability to choose study topics in their JSLEs, with 48% proclaiming that choice is limited and 52% proclaiming having the freedom to choose (#14). Furthermore, the BD reveals that 54% perceive having control over their own work pace (#15). I discussed the nature of these results with the BD reviewer because I thought they seemed peculiarly positive (even in their non-extremity) in light of the prescribed structure of JSLE curriculums. In order to remain on track for the series of exams given throughout the year, which are organized and performed at the national level, all public schools adhere to a strict nationally-controlled curricular calendar, leaving little room for 'free' topic choice. The results may indicate that students perceive the ability to choose topics to mean 'choice within a larger topic frame,' which is an aspect of JSLE curriculums, or they may simply indicate a poorly designed survey item that left students inadequate response options. To form a better understanding of possible reasons for the results, I discussed the issues with the BD reviewer. It was explained that it is a general practice in schools that once students complete the assigned daily or weekly topic in a course, they are free to choose other topics or activities during the class period to work on without disrupting the other members of the class. Furthermore, I was informed that outside-of-school 'study' (e.g., cram schools), a

significant aspect of many secondary students' lives, and at-home work may have also been included in the respondents' considerations when answering the question. With only two query items directed at this topic, I found it difficult to determine the focus or accuracy of the reported perceptions. As many of the choice and control issues confronting students in JSLEs are fundamentally different than those that confront students in an ALE, I am particularly interested in the manner in which choice and control aspects (extrinsic factors) of ALEs impact internal factors (e.g., attainment and intrinsic value), and if changes occur in student perceptions about their formative JSLEs or the ALE because of this. While this collection instrument failed to provide a satisfactory perspective of JSLEs participants' perceived self-regulation, analyzing the results raised several interesting points about 'choice' that I am confident will help shed further light on results from other data-collection tools.

The perspective about *Teacher* aspects of JSLEs that the BD presents, though limited as only one query item directly addressed this phenomenon, reveals an environment in which students perceive the amount of teacher help they receive to be generally satisfying (62%) (#13), which given previously discussed results regarding student performance, grade anxiety and teacher reputation, seemed low to me. It is important to keep in mind that the BD results do not reflect the type of help that students perceive that they receive or where they get it. Supplemental information about this topic supplied by the BD reviewer revealed that 'teacher help' exists in many forms in JSLEs (e.g., extensive teacher commentary on homework, free time at the end of class, teacher common rooms where students have free access to teachers during different times of the day). This only serves to amplify the question of why this query result is not higher than it is. Two possible explanations may be that the large average class size and style limit opportunities to seek teacher help in the classroom, or that each of the

other help-options puts an added burden on the typically reticent Japanese student to act, or seek help ‘publicly’ in school (Doyon, 2000). Limited as they are, the results nonetheless give rise to interesting questions about how JSLE students interpret and perceive the role of the teacher. From a pedagogical standpoint, the role of teacher as the primary purveyor of information in JSLEs is clearly different from the role of the teacher in an ALE. How do ALE participants perceive the shift in responsibility from being recipients and processors of set routines to being primary producers of information and regulators of behavior and action? Also, the primary task of learners to understand and replicate information in JSLEs is significantly different from their primary ALE task of ‘solving’ the task problem through collaborative, investigative work, including the marshaling of relevant topical information. In the ALE, the role of the teacher is largely reduced to on-call stand-by help to address wide ranging topic-foci problem types (putting out fires), which must be handled differently from the more tightly topic-focused problems likely to crop up in JSLE classrooms and that can often be addressed at the group level. What the results of other data-collection tools reveal about student perceptions of the teacher in the ALE will likely provide more detail about their perceptions of teachers in their JSLEs.

4.2.1 Summary of Baseline data concepts and themes

The analysis of the BD reveals that in general students perceive JSLEs to be a place where the development of *practical* academic skills necessary to function in such learning environments takes place—the primary goal of which is the preparation of the individual for further stages in secondary education as well as the eventual entrance into tertiary education. In addition, JSLEs are also perceived to be a place where enjoyable, non-academic peer social interaction can be undertaken. There are a number of salient concepts that students ascribe importance to

in their perceptions of JSLEs that support this interpretation (i.e., *utility*, *meaningfulness*, *competency*, *autonomy*, and *social interaction*), which are evidenced in the data by response ratios and arrived at through the comparative analysis of particular survey item results.

Analysis shows that perceptions of *competency* or *ability* appear to correlate closely with perceptions of the *utility value* of the curriculum and tasks within it. Receiving good grades and being a good student are perceived as practical goals necessary for and indicative of competent functioning within this LE, and appear to be pursued in the face of unexceptional levels of personal interest in topic content, restricted ability to stray from preselected topic content, or restricted latitude for personal expression of topic choice or personal control over time on task or issues concerned with depth of topic understanding. The lack of extreme negative responses in the data indicates or implies a level of acquiescence to the necessity of conforming to such a system. It is important to note that this acquiescence may also be interpreted as the manifestation of a sense of *autonomy* in the data in the sense that Chirkov, et al., (2003, p. 98) apply the term (i.e., individuals are *autonomous* when they endorse actions they are involved in [even if *extrinsic* in nature] when such actions suit their interests and integrated personal values and desires). This acquiescence to the *practical utility value* of JSLEs in the larger scheme of the students' lives may explain why participation in JSLE is perceived by students to be significantly 'meaningful' activity.

Personal social interaction, or its development, does not form a significant part of academic activity in JSLEs, however, it is perceived as significantly more meaningful (60%) to students than participation in the academic aspects of JSLE curriculums (40%) (#3). The relatively high level of significance given to it in relation to academic study is intriguing in light of the

demands put on students by the JSLE curriculum. I initially thought that the data indicated social interaction to be an escape from or a counter-balance to the prescriptive education system, but the data did not support this. The success of the activities in the ALE are highly dependent upon the types of collaborative activity that bring these two concepts together (social interaction and academic study) to form a productive working relationship. That they are systematically separated during this formative secondary educational phase caused me to be concerned whether students would be able to function adequately in the ALE.

Taken together, the BD results related to *utility, meaningfulness, competency, autonomy, and social interaction* offer a multitude of indications as to why 84% of students find their JSLE experiences to be enjoyable (#1), but because of the nature of the data no direct explanations as to why this is so were offered. However, these numerous indications do present a useful *status quo ante* perspective of JSLE phenomena, as they relate to the 8 *internal* and *external* factor categories, from which to better understand student perceptions and engagement in an ALE.

4.3 Combined Perceived Value and Baseline data results and analysis

The Perceived Values questionnaire was conducted midway through the second semester of the ALE course. The task in the second semester of the ALE course was a duplication of the first-semester task, with the exception that a small number of individuals chose to challenge the task on their own rather than with a partner. It is important to reiterate here that near the end of the first-semester project, students had completed the 5-item Questionnaire (Appendix 7), which had the effect of acquainting them directly with some of the theoretical underpinnings of the course and had allowed them to comment on them. In addition, during

the first semester there were numerous occasions where I took the opportunity to explain the rationale for various aspects of the course to both larger and smaller groups and individuals during class time. It can thus be said with a fair degree of certainty that students were at least minimally cognizant of key theoretical concepts of the course and rationales for why they were performing the tasks in the ALE (obviously, depending on the individual, to varying degrees). The 5-item Questionnaire, my explanations and their own individual and peer experiences in the course ensured that the majority of students possessed a basic understanding of the concepts informing their activities in the course.

Like the BD, the Perceived Values data (PV) provides an informative numeric-based perspective about a population of students in a particular setting (ALE). To develop the *status quo ante* perspective from the BD, the analysis was restricted to the BD set. However, the analysis and discussion of the PV is conducted in a different manner, the 3 recursive stages of which (see Fig. 4) are outlined as follows: (Stage 1) The aggregate PV data was submitted to a summary analysis in the same manner as the BD. The results of this analysis were triangulated with the results of the BD analysis in order to identify points of inconsistency, contradiction or convergence as well as to discover salient points or themes within the two data sets; (Stage 2) The PV data for the 11 individuals from the PVEM data set (Appendix 11) were analyzed in relation to the results of Stage 1 to identify variations or similarities between data sources; and, (Stage 3) The PV results for the 4 case individuals (Appendix 11) were analyzed in relation to the findings of Stages 1 & 2 to sample for variations or similarities between data sources. The results of the BD~PV analyses were then used to inform the 3rd Phase of the larger analysis.

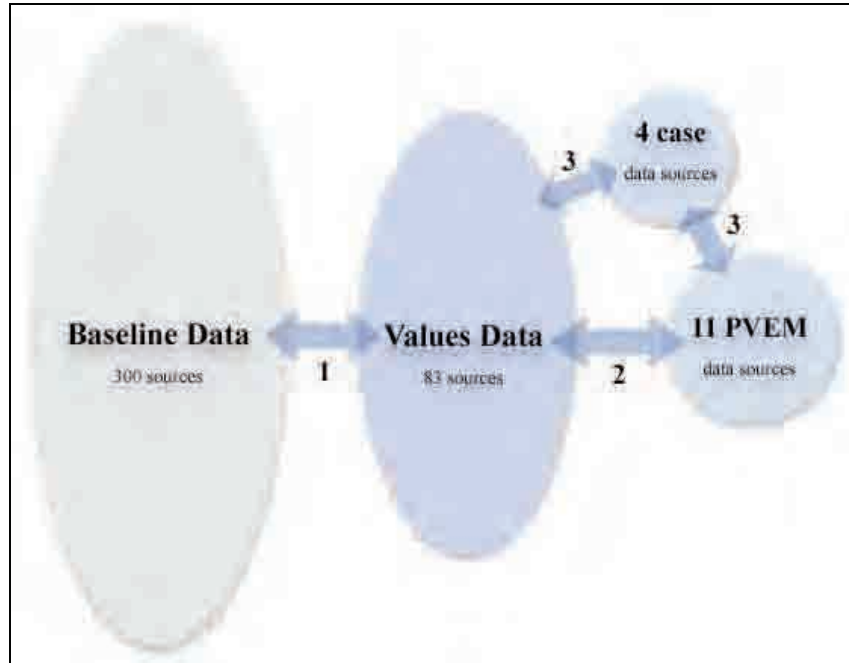


Figure 4: 3 Perceived Value questionnaire levels of analysis

The PV data on the *Attainment Value* aspects of the ALE provides a perspective of a population that perceives that significant contributions to personal attainment are attributable to participation in the ALE. This is indicated by the significant number of students who perceive an increased level of self-improvement in the ALE (94%) (#35) and by the equally significant number of students (88%) who perceive the ALE afforded them a deeper understanding of topics (#34). In addition, 89% of the students perceive the primary task in the ALE, compiling the white-paper report through collaborative effort, to be a meaningful activity (#3), a point made perhaps more significant in that 92% of the students perceive that learning about their topic at this time to be more important to them than getting a grade (#24). In comparison with the BD, these figures indicate that students perceive that both JSLEs and the ALE contribute to their personal development in significant and meaningful ways, even though the two LEs are structurally quite different. It is interesting to note that the PV result ratios far surpass BD results for similar survey items about JSLEs. This could be attributed to a ‘novelty factor’ about the new ALE curriculum, though this doesn’t seem likely given that

this survey was conducted toward the end of a year-long course. Or, it could indicate a more permanent transformative shift in student perceptions about self-development and perceptions of LEs. Comparisons of the aggregate, PVEM+ and 4-case PV data pertaining to *Attainment* reveal generally consistent results among the sets. However, as was the case in the BD analysis, it is unclear from PV data what ‘self-improvement’, ‘deeper understanding’ or ‘meaning’ more specifically connote, or *why* learning about a topic came to be perceived as more important than earning a grade. Nonetheless, the percentages given *are* indicative of a concerted positive attitude about these phenomena and as such they will be examined in greater detail in the following analyses in an attempt to determine more definitive answers to these questions.

The PV data on the *Intrinsic Value* aspects of ALEs reveals a population that perceives partner work (88%) (#3), participating in activities to learn report-writing skills (82%) (#15) and English skills (88%) (#23) as enjoyable, this in light of the fact that 91% also perceive the ALE course to be more challenging than their lecture-style courses in the university (#36). When these results are correlated with the BD *intrinsic* data, several important similarities and differences emerge. First, both the BD and PV data reveal that students perceive being at school as a significantly enjoyable activity in light of various extenuating negative factors (e.g., difficulty, time). Also, both sets of data present populations that perceive the attainment of knowledge and skills as *intrinsically* valuable, and in some cases for similar reasons associated with *extrinsic utility value* (i.e., how the *extrinsic* valuation can be internalized in the individual and thus transformed into *intrinsic* valuation). A significant difference between the BD and PV lies in the location of sources of *intrinsic* valuation. The attainment of knowledge and skills in JSLEs originates in individual-based competitive academic activity,

whereas the attainment of knowledge and skills in the ALE originates in the academic and social aspects of the ALE that are brought together in peer-learning activities such as collaboration. As such, the definition of what comes to be perceived and valued as ‘knowledge’ and ‘skills’ gained in the ALE is broadened to include *social* knowledge and *social* skills, a development less likely in the JSLE system due to its objectivist pedagogical structure. In addition, the intrinsic valuation of course content in the BD and PV are markedly different. The level of the perceived value of ‘working with a partner’ (88%) (#3) and ‘developing language skills’ (85%) (#23) in the ALE contrasts starkly with the rather anemic results for the perceived value of similar JSLE aspects ‘topic enjoyment’ (56%) (#9) and ‘interest in studying’ (64%) (#2). Furthermore, if we assume that lecture-style courses in the university offer a similar structure of learning to that offered in JSLEs, why is it that 85% of the participants, who rank the ALE course as more difficult than their lecture courses still maintain such high levels of intrinsic valuation for the academic aspects of the ALE (#32)? These observations raise questions about what aspects (or combination of aspects) of the ALE, or of student development, induced these perceptual shifts. Again, comparisons of the aggregate, PVEM+ and 4-case PV data pertaining to *Intrinsic Value* reveal generally consistent results among the sets.

The PV data on aspects of the ALE that are perceived as *Difficult* reveals that a significant number of respondents (85%) perceived the ALE course to be overall much more difficult than lecture-based courses (#32). In comparison, the BD shows that 72% perceive JSLE lecture courses to be difficult, a lower but equally significant percentage (#12). But difficult how? Routine or content? Presumably lecture routines in both JSLEs and university environments share basic similarities, which allows for ‘content’ to be the likely focus of

difficulty. The PV data reveals that in contrast to JSLEs which focus on only one type of content, ‘objective knowledge and skills’, the ALE presents students with two specifically different types of content to be learned *simultaneously* as part of the course, ‘objective knowledge and skills’ *and* ‘social knowledge and skills.’ Referring to the difficulty of writing a report in English (*objective skills*), 80% of the PV respondents perceived it as ‘difficult,’ with only 20% perceiving it to be ‘somewhat’ (14%) to ‘very easy’ (1%), which perhaps is not surprising given the novelty, scope and structure of the undertaking for 2nd-year EFL students (#19). Furthermore, when comparing themselves with their peers concerning the difficulty of writing a report (#20), 71% perceived it to be ‘more difficult’ for themselves to accomplish than it is for their peers. Both of these figures indicate a lack of confidence or ability or both. Interestingly, perceptions of the difficulty of ‘working with a partner’ (*subjective skills*) were generally split, with 52% perceiving it to be relatively easy and 48% perceiving it to be somewhat difficult (#1). When comparing themselves with their peers about the difficulty of working with a partner, 74% perceived that it was easier for them to work with a partner than it was for their peers, which indicates a heightened sense of confidence, ability and perhaps comfort in this task (#2). Does this data, at this latter point in the year-long course, indicate that students have ‘adapted’ to *extrinsic* factors of the ALE—in effect endorsing the actions they are involved in and integrating the values associated with them into their own personal values and desires—and as such perceive themselves as more confidently capable of dealing with certain elements of the task structure and demands? Comparisons of the aggregate, PVEM+ and 4-case PV data pertaining to *Difficulty Value* reveal only slight differences among the data sets. The 4-case group data reveals that these students as a group perceive themselves as somewhat more capable of writing a report in English than their peers (#19 & 20), perhaps an indication of a level of confidence in their

objective language skills. Because of the overall higher level of English language use evidenced in these students' course and data results, this result was not entirely unexpected.

As was mentioned in the BD analysis, perceptions of *Extrinsic Value* are concerned with issues surrounding *short-* and *long-term utility* as well as *autonomous behavior*. Various *extrinsic* influences for performance (e.g., grades, self or other approval, or personal preparatory skill and knowledge development for future activities) impact perceptions of utility or autonomy. The PV data on the *Extrinsic Value* aspects of ALEs reveals that all 3 aspects, *short-* and *long-term utility* as well as *autonomy*, are perceived to be significantly important to the respondents. Question 24 of the PV reveals that 95% of the students perceive 'getting good grades' to be important to them, which is significantly higher than the perceived value for the importance of grades in the BD (75%) (#8). One possible reason for this higher figure might be that students perceive an increased level of emphasis of the seriousness or *practical necessity* in their lives of performing well in their university studies. Data regarding the perceived usefulness of skills, topics and experiences learned in the ALE for short- and long-term future use support this conjecture: The data shows that 93% perceive skills learned in the ALE to be useful in other classes and 88% perceive them so for use outside of school (questions 17, 18 respectively). It also shows that 94% perceive topics learned in the ALE to be useful in other classes with 88% perceiving them so for use outside of school (questions 25, 26 respectively). And 96% perceive that the overall experiences in the ALE will be helpful for future writing task (question 22). While this PV data does not provide specifics with regard to skills and content usage, the percentages indicate a population deeply engaged in a task for reasons of personally endorsed *extrinsic utility*.

The response to question 11 (*Learning about my topic in this class became more important to me than my grade*) (91%), however, might seem to contradict the previously mentioned results for question 24 (*getting good grades in English is important to me*) (95%). I see these results more as confused reactions to poorly-worded questions in the data-collection instrument than as contradictory perceptions. One can perceive grades as important and still be able to prioritize other aspects of the LE (i.e., English) as similarly valuable in a larger scheme, which is what I think is indicated by these figures. It would be naïve to think that two semesters of course work in an environment with a reduced reliance on separable consequences as a motivator or indicator of competency or ability is going to nullify ingrained perceptions about grades formed during 7+ years of participation in JSLEs. However, it would be equally naïve to believe that these students are blind slaves to their previous conditioning and incapable of altering their perceptions about their LEs. Comparisons of the aggregate, PVEM+ and 4-case PV data pertaining to *Extrinsic Value* reveal that the PVEM and 4-case PV data to be consistently only slightly higher than the aggregate data, which indicates a generally shared perception about extrinsic valuation of aspects of the ALE across all groups.

The results for question 39 of the PV data regarding perceptions about the ALE *Project* reveal that 86% of the students find the workshop style of the ALE course preferable to traditional lecture-style courses. Several other *project*-item results support this: Students perceive the large class size to their liking (83%) (#9), perceive having more time to spend on a topic as worthwhile (88%) (#10), perceive the workshop-style of the course as being integral to keeping them motivated during the course (83%) (#13), and perhaps most importantly, the report project itself was perceived as *meaningful* by a significant number of students (89%)

(#21). While 86% of the respondents prefer the ALE, workshop-style course over traditional lecture-style courses—with 86% perceiving that they want more courses like this—it is interesting to note that the data shows that the students do not wholly dismiss lecture-style courses, with only about half finding them to be somewhat-to-moderately boring (54%) with the rest finding them to be somewhat-to-moderately interesting (#s 39, 40 & 33 respectively). This response, though middle-of-the-road as it is, indicates that students do still perceive lecture-style courses as possessing redeeming value for them as learners. Taken together, the PV data on *project* indicate that students have significantly strong, positive perceptions about the structure and tasks of the ALE course, the results remaining consistent throughout the PVEM+ and 4-case student results as well. At the same time the results also indicate that students still possess favorable perceptions about traditional, lecture-style learning situations, which is interesting in that it indicates a capability for differentiating value differences between the LEs.

In keeping with the structural attributes of an *authentically* designed course, I had wanted students to complete the second project with a partner as they had done with the first. However, at the outset of the second project, a handful of students approached me with the request that they be able to complete the second project on their own, and after listening to their varied reasons I relented—the amount being less than 10% of the participants. The PV data on the *Peer Learning* aspects of ALEs reveals a population that clearly enjoyed working with a partner (84%) (#5), whose positive perceptions about partner-work became higher because of the ALE experiences (87%) (#6), and who credit the peer-learning opportunities as having a positive impact on their motivation (87%) (#7). In addition, a 29% perceive themselves as being ‘great’ partners, 60% as ‘somewhat-to-moderately good’ partners, and

only 11% perceiving themselves as ‘bad’ partners (#4). As has been the case with other aspects of the numeric data, it is difficult discern what the terms ‘bad’ or ‘good’ connote here for the respondents. Because there are no significant ‘negative’ personality partner issues mentioned in any of the data set information, I am compelled to interpret these ‘negative’ results as constituting an individual’s perceived personal shortcoming to be able to contribute to the peer-learning situation (e.g., issues related to language or technical abilities), but will maintain an open perspective toward other possible interpretations of this phenomenon in further stages of analyses. Comparisons of the aggregate, PVEM and 4-case PV data pertaining to *peer learning* reveal no significant variations among the data sets.

The PV data on *self-regulation* in the ALE reveals that 94% of the students perceive that ‘learning how to control their own work pace’ to be of significant importance to them (question 28). Furthermore, 64% perceive ‘controlling their own work pace’ to be a difficult task for them to maintain (#29). When comparing themselves to their peers in this regard, 54% perceive this to be a more difficult task for them than it is for their peers, which indicates both a lack of competency or confidence in this skill. Taken together, the three figures suggest that this *self-regulatory* aspect of their lives is a significant ongoing concern for them, especially when seen in light of the novelty and challenge of the project task itself (a self-directed inquiry reliant on extended, collaborative in- and out-of-class effort). Though the PV data does not explicitly state or explain why, it is likely that their first and second semester experiences in the ALE have served to heighten their awareness of this need in them thereby resulting in the high percentage for question 28. Again, comparisons of the aggregate, PVEM and 4-case PV data pertaining to *self-regulation* reveal no significant variations among the data sets. As is the case with previously discussed PV data, the response figures given for *self-*

regulation indicate a lack of perceived self-confidence or ability among the students in this regard. Related to the issue of self-regulation is that of the ability for the individual to choose topics in a course. The PV data reveals that 86% of the students perceive this to be of significant importance to them (#28). Taken together, these figures for control of work pace and choice of topic indicate a strong desire for self-directed behavior in these students. That this same sentiment is strongly lacking in the BD results is perhaps not surprising given the nature of JSLEs and the students' seeming acquiescence to the practicality of their tasks and procedures. What is not clear at this point is what role the ALE plays in the development of these PV *self-regulation* results.

The PV data on aspects of the ALE course related to the *teacher* reveals that students perceive that the amount of teacher help they receive in the ALE as more than satisfactory (88%), with 80% perceive receiving more teacher interaction in the ALE compared to other university courses, the majority of which are lecture-based. Given the size of the ALE classes (with an average of 43 students), these results seem counter-intuitive. BD results on the perceived satisfaction of teacher help (63%) (#13) further amplify this puzzlement because students ostensibly have more opportunities to interact with teachers in JSLEs than in the ALE. However, these results merely express opportunities to receive help, they do not qualify the type, quality or usefulness of the help.

4.3.1 Summary of combined Baseline and Perceived Values data analyses

It is expected that students will have different expectations and perceptions about different LEs, especially for such extensively different ones as JSLEs and ALEs. In the summary of my analysis of the BD, I stated that student perceptions of JSLEs can generally be summarized as

places where the development of practical academic skills necessary to function in such learning environments takes place—the primary goal of which is the preparation of the individual for further stages in secondary education as well as the eventual entrance into tertiary education. In addition, JSLEs are also perceived to be a place where enjoyable, non-academic peer social interaction can be undertaken. This postulation is supported in the data by query-result ratios and the results of cross-referencing various data results to arrive at plausible inferences about salient concepts inherent in the data (e.g., *competency*, *utility*, *meaningfulness* and *social interaction*).

The summary of student perceptions about ALEs that I developed from an analysis of the PV data presents a remarkably similar though somewhat more expansive perspective than that produced from the summary for the BD results. The perception of the ALE can generally be summarized as a place where the development of practical academic *and* social skills necessary to function in both academic and non-academic learning and communication situations takes place—the primary goal of which is the preparation of the individual for further secondary education experiences as well as for the [eventual] participation in society outside of the educational institution (e.g., work, career). Furthermore, in contrast to JSLEs the ALE is perceived to be a place where a personally enjoyable and rewarding *combination* of academic and peer social interaction is undertaken for the express goal of the academic and social development of the individual. Accordingly, academic and peer tasks in the ALE are perceived to challenge an individual's various self-regulatory skills (e.g., choice, commitment, collaboration). Key differences between JSLEs and ALEs that influence perceptions as described in the BD and PV summaries, then, lie in the expanded structure of the ALE to (a) include social-academic integration, (b) to present factors that expand concepts

associated with *practicality* (based on the utility value of tasks), and (c) to emphasize the necessity for *self-directed activity*. Figure 5 below provides a summary of these 3 salient concepts.

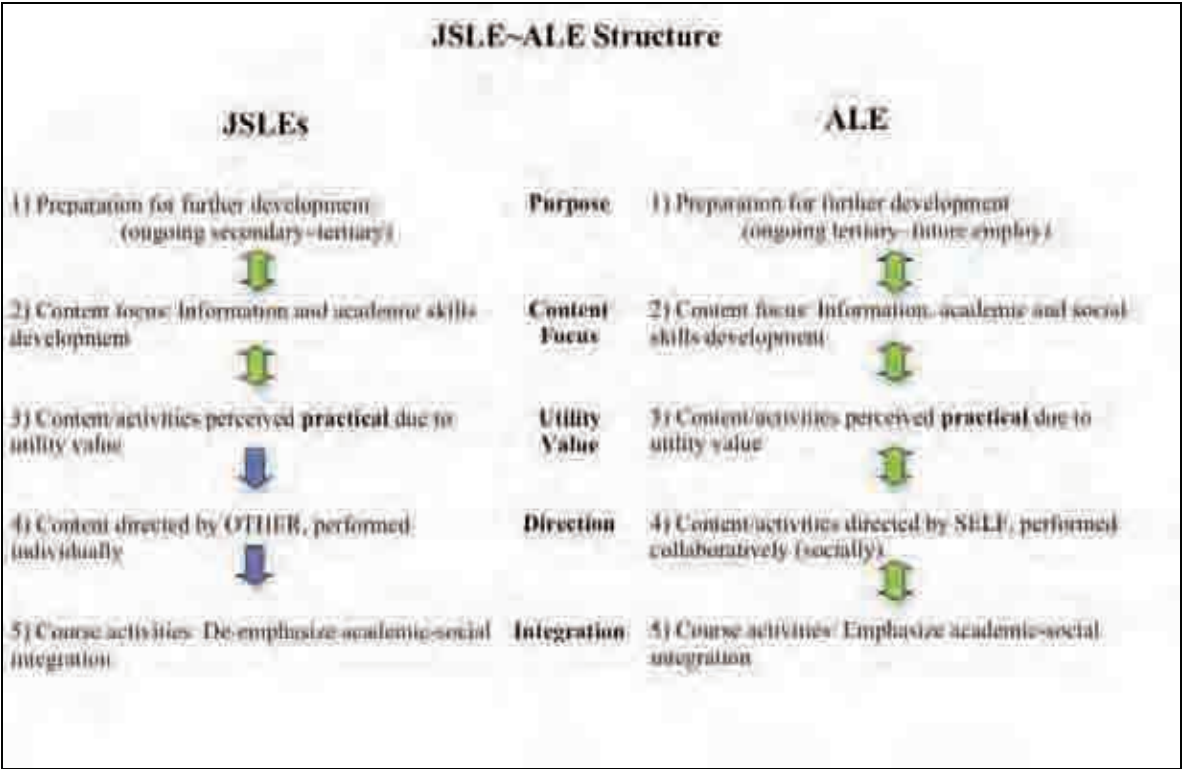


Figure 5: Comparative JSLE~ALE structure

The very nature of participatory activity (*peer learning* and *self-regulation*) in the ALE and its perceived *utility value* necessitate projection of *personal* agency and responsibility toward the development of task-related competencies. Because the 3 salient thematic elements, *social/academic integration*, *practicality/utility value*, and *self-directed activity* are integrally related to this projection of personal agency and responsibility, they were selected to inform discussions in Phase 2 and Phase 3 analyses of the study.

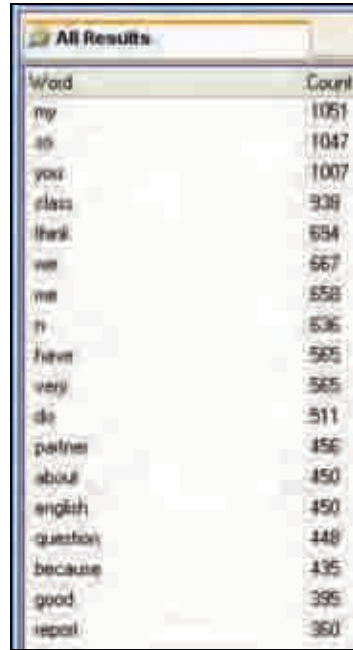
4.4 Phase 1: *a priori* code categories results and analysis

For reference, the list of 8 *a priori* superordinate perceived value and engagement factors is reproduced below (Table 9). These 8 *a priori* categories provided me with a set of superordinate categories from which to begin my code development, but it was clear from my

<i>a priori</i> code categories	
Internal Factors	External Factors
Attainment value	Project
Intrinsic value	Peer learning
Difficulty value	Self-regulation
Extrinsic value	Teacher

Table 9: Superordinate Conceptual Categories

earliest attempts using NVivo9's search capabilities to explore ways in which students expressed the categories that they were overly broad and unfocused for my purposes. My initial *word-frequency query* of the aggregate sources stored in the NVivo9 database revealed that it consisted of 3805 unique terms, with 55,117 terms in total. This result gave me both a numerical as well as alphabetical listing of all of the terms in the database. Figure 6 shows an example from the *numerically-sorted* word-frequency query, and Figure 7 shows an example from the *alphabetically-sorted* word-frequency query result of the same data.



Word	Count
my	1051
as	1047
you	1007
class	939
think	694
we	667
me	658
in	636
have	595
very	585
do	511
partner	456
about	450
english	450
question	448
because	435
good	395
report	360

Figure 6: Word-frequency query results sorted numerically

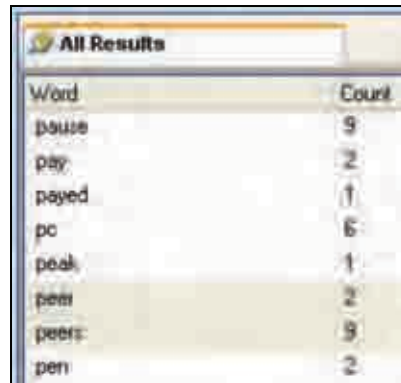


Word	Count
abandon	2
ability	1
abilities	7
ability	38
able	47
about	450
above	2
abroad	3
absence	1
absences	3
absences	1
absent	17
absent	1
absolute	1
absolutely	1
absorbed	1
abstract	1
abundantly	1
abuse	3

Figure 7: Word-frequency results sorted alphabetically

However, this initial examination of the aggregate sources revealed few if any instances of *a priori* terms. For example, for the term ‘peer’ (in lieu of the category ‘peer learning’), the list revealed that only 11 instances occurred in the data (Fig. 8). A similar result occurred for

nearly all of the other *a priori* coding categories, with several returning zero instances. Taking into account the age, experience and academic focus of the participants in the study and that their native language was not English, this dearth of *a priori* terms was not entirely surprising.



The screenshot shows a window titled 'All Results' with a table of search results. The table has two columns: 'Word' and 'Count'. The results are as follows:

Word	Count
pause	9
pay	2
payed	1
pc	6
peak	1
peer	2
peers	9
pen	2

Figure 8: Word-frequency search for ‘peer’

Utilizing a recursive QDAS technique that brought together NVivo9’s multiple-word or phrase search capabilities with the *a priori* terms and their definitional concepts, however, allowed me to identify instances in the data where students expressed these terms inferentially. The GT approach to code development that I followed dictated that I move to a second phase of analysis, defining the boundaries of the 8 superordinate categories through an analysis of the aggregate data to identify literal or referential representations of the superordinate concepts. I accomplished this second phase of analysis and code development by utilizing a recursive search-strings development process in QDAS.

4.5 Phase 2: Defining categories results and analysis

The results of the 2-step GT process that I used to define the boundaries of the 8 superordinate categories and develop their sub-categories, discussed in a somewhat linear fashion here, are in fact the product of a great deal of recursive trial and error association of categorical concepts and text.

4.5.1 Phase 2-step 1: Defining search string queries results and analysis

As described in (3.7.2.1), while trialing search strings to determine their boundaries in relation to the superordinate conceptual categories, I employed a recursive process of cross-referencing definitional terms and concepts with a word-frequency list of the unique terms that existed in the aggregate database. Though time-consuming, it was nonetheless an informative process on several levels, providing a rich overview of the range of student expressions, raising questions about the type and frequency of expressions and underlining the limitations of the NVivo9 software. Once search-strings (Appendix 14) were developed for each of the 8 superordinate categories, a search of the 3,805 unique terms in the database for each of the categories produced the following data, arranged in order of relative frequency, which I labeled a Perceived Value and Engagement Measure (Table 10 below).

Perceived Value and Engagement Factor Measure				
Internal Factors	Attainment Value	Extrinsic Value	Difficulty Value	Intrinsic Value
#search string items	24	9	11	8
%	63%	26%	24%	23%
# word hits	2,402	993	914	859
External Factors	Project	Peer Learning	Self-regulation	Teacher
#search string items	10	11	10	5
%	39%	32%	8%	8%
# word hits	1,440	1,231	325	288

Table 10: Perceived Value and Engagement Factor Measure

My first observation was of the comparatively large values given for *Attainment Value*. My initial assumption was that it was natural for a proportionate correlation to exist between search-string length and resulting word-frequency totals, and so I was not overly surprised to find *Attainment Value*, with 24 search string items, having a 63% reference-hit ratio in the aggregate database of unique terms.

However, when I looked at the remaining results for the categories in the PVEM, I realized that search-string length alone could not account for the varying ranges of percentile results that existed between other categories in the PVEM. For example, the percentage of hits in the aggregate data base for *Extrinsic Value*, with only 5 search-string items, was 26%. This contrasted with the results given for *Self-regulation* (8%), which had 10 search-string items. Similar peculiarities existed between other categories, for example, *Peer Learning* (32%) and *Difficulty Value* (24%), each with 11 search-string items, and *Project* (39%) and *Self-regulation* (8%), each with 11 search-string items. Though establishing word-frequency counts was not my primary aim, the discrepancies warranted a closer look because of their potential to inform my code development.

I thought that a number of possible factors might account for these correlation differences: 1) The data-collection tools themselves may contain disproportionate query foci, or be formed in such a way as to compel respondents to focus on specific terminology (i.e., redundant query topics affecting word-frequency counts because of an increased chance of redundant terminology being used in responses); 2) The fact that there is also little control for the researcher over what *students* choose to write about (depth or amount). An individual's depth or breadth of expression on a topic may be tempered by the amount of time available to them to respond, what their interest is in the topic or what their motivation is for writing about it. Furthermore, the amount an individual writes about a topic may be tempered by the existence, or lack, of imposed production limits. In the case of the open-ended data-collection instruments used in this study, there were no imposed word production requirements, and students were not penalized for unanswered queries; 3) Various physical or emotional factors can also impact how an individual responds to a query. Being tired at the end of a lesson,

being ill, dealing with immediate in-class relationship factors or various other life exigencies, good or bad, can all weigh on an individual's response quality (i.e., comprehensiveness) or quantity; And, 4) Lastly, that an individual's real or perceived language or cognitive ability to express themselves on a topic can impact response quality (e.g., word choice, grammar) or quantity. Only after looking at this data did I begin to fully realize that there are many factors that can influence the makeup of data collected in even the most controlled of settings.

Below are two example responses, one from a female student (027_F) and one from a male student (016_E) to the open-ended 5-item Questionnaire (Appendix 4) that illustrate this situation. The 5-item Questionnaire asked students to respond to 5 generalized topics: (1) *the nature of the learning experience*, (2) *partner experiences*, (3) *the teacher's role*, (4) *value perceptions about aspects of the course*, and, (5) *perceived changes in thinking about education post-ALE experience*. The search string itself is presented in brackets below. Only words coded at the 11 *Peer Learning* search-string category terms are highlighted in the sample data:

```
[partner|help|cooperate|opinion|together|friend|responsible|
pair|share|exchange|relation]
```

Student 027_F:

====Question-1====

I think this kind of class is very important and invaluable for us to study English. Because, in this class, English is the just way to learn other things. Until the class of high school, we studied English by memorizing. I think that way only useful to entrance exam. So, an experience by doing class is useful for us to use English after graduate and when work at company. I think we stop the lecture class, and then, we should improve the experience by doing class. So, I like this class and I am enjoyed this class.

====Question-2====

I think **partner** experience **help** for me on physical and mental side. If I did this project by myself, I couldn't finished it. I wrote it with my **partner**, I could finish it. According to writing reports with my **partner**, we can **exchange** our **opinions** and improve our skills each other. For example, if I didn't have any idea about a word but my **partner** know it, we could write. I think doing with **partner** is to **share** the skills and ideas each other. It is necessary for me to study with my **partner**. I want to continue the way.

====Question-3====

I think the parts of research and working **together** are valuable for me. Because, if I didn't researched enough, I couldn't write reports. If I research deeply, I could write a great report. I think everything is based on researching. For example, in order to make a **friends**, we have to know about he or she. I think it is the same things to research. And working **together** can **help** each other. I mentioned it question number 2, working **together** can **share** our skills and ideas. So, I think they are valuable things.

====Question-4====

I think our school should change the style of class. I think they should increase the doing class. Because, I think to learn something need to become activity. It is necessary for studying to have interest. Actually, it doesn't need to change all classes, but some one should be changed. Of course, our attitude must change to suite the class. We should become more activity.

====Question-5====

I learned that if I would want to do something, I have to have a strong plan. To make the limit by myself is important. And to **cooperate** with my **partner** is necessary. I learned these things are very, very important for me. And to put pictures on my report is easy to understanding. I could experience many things during this project. The greatest learning is difficulties of making reports and studying something. However, these are very fun.

Student 016_E:

====Question-1====

This kind of learning experience was too good. But in next semester, I want you to change the system.

====Question-2====

My **partner** didn't do project. But at last, he did his best.

====Question-3====

I think that "research" value the best. Because at the same time of researching, we could learn many things about Christianity.

====Question-4====

It had better be the same as now. And I don't hope to change thinking about school or education.

====Question-5====

I could learn many things about Christianity from the internet. From now on, I want to know more things from the internet.

====Comments====

I seated on the desk that was far from you. So, I wanted you to speak a little more loudly voice.

These students, typical of nearly all of the respondents, chose to write something about each of the prompts in the data-collection instrument. I think that it is highly likely—though unprovable within the scope of this study—that any number of the factors determining a respondent's production mentioned above had an influence over the makeup of their responses, leading them to use, not use, or over-use various terms. What those factors might have been I could only speculate about. The machine coding, being dumb, simply located, calculated and labeled the occurrences of the search-string terms *partner*, *together*, *share*, *help* and *cooperate*. In the case of the female student, NVivo9 located and labeled multiple occurrences, but for the male student only the one occurrence of the term *partner*. As I browsed the search-query results in this trialing process, I met with similar results on the majority of occasions—*quantitatively* representative but deficient of substantive details as to the cause of the frequency, and furthermore, of the quality of interrelationship between the terms.

I realized through this process that NVivo9's search-string function used in such a manner enabled the scanning of large amounts of data with relative ease, but possessed limited power to shed adequate light on phenomena such as the causes of word-frequency or interrelationship factors that exist between terms located in a set of data. Unable to determine the word-frequency variables impacting student responses, I was left to speculate why certain categorical search-string term items occurred at counter-intuitively higher item-to-results percentage ratios in the PVEM. Reasonable explanations for this may simply be that students a) chose to say more about those topics because they were interested in them or were influenced by them, and b) that they utilized a range of terms common to both the topic and their peer level to express their thoughts about them. Having relatively broad experience with the manner in which EFL students answer such queries, I continued my exploration with the assumption that it was likely that both of these possibilities were plausible explanations for this phenomenon.

Looked at from a *quantitative* view, the results provided me with statistical frequencies of the occurrence (or non-occurrence) of the search-string terms in the database and an understanding that the results were skewed for reasons that could not be absolutely determined given the present data. As such, the PVEM turned out to be an only marginally effective tool for measuring the quantitative aspects of students' perceived values about the ALE or their engagement in it. However, looked at from a *qualitative* viewpoint, the process provided me with an invaluable preliminary analysis of the aggregate data, from which emerged a broader, more comprehensive understanding of how students expressed their perceived values of learning environments and of their engagement in them. Besides providing word-frequency accounts, the refined search strings also served to bring together

and highlight thematically-related concepts, which made for more expedient analyses of possible interrelations between them. To illustrate the shift between a *quantitative* and *qualitative* perspective that I had on the data, I have re-produced a section of student 027_E's response from above:

=====Question-2=====

I think **partner** experience **help** for me on physical and mental side. If I did this project by myself, I couldn't finished it. I wrote it with my **partner**, I could finish it. According to writing reports with my **partner**, we can **exchange** our **opinions** and improve our skills each other. For example, if I didn't have any idea about a word but my **partner** know it, we could write. I think doing with **partner** is to **share** the skills and ideas each other. It is necessary for me to study with my **partner**. I want to continue the way.

When looking past frequency and focusing on the directly stated and inferential relationships between terms, I found that this passage provided a rich source of categorical linkages, some of which suggest themes that correlate with superordinate categories. The central term in the passage is 'partner' as might be expected as the query is asking the student to respond directly to that topic. However, other key concepts exist in close proximity of the categorical term 'partner.' To better understand the relations between and dimensions of these phenomena, I analyzed the passage following Strauss and Corbin's (1998, p. 57ff) technique of *microanalysis* in an attempt to determine what the individual was saying *about* the concept of 'partner.' In this passage, I found that the concept 'partner' has links to both *Attainment Value* (the value of achievement and the role of partners in attaining it) [If I did this project by myself, I couldn't finished it. I wrote it with my **partner**, I could finish it] and *Peer Learning* (the role *collaboration* and *support* plays between partners) [According to writing reports with my **partner**, we can **exchange** our **opinions** and improve our skills

each other.... I think doing with **partner** is to **share** the skills and ideas each other]. While this passage does not reveal explicitly how much the individual values attainment, that she refers to it in such a focused manner does reveal that it holds a raised level of import for her. In addition, exchanging opinions and sharing skills and ideas as a means of improvement defines the act of *collaboration* and *support*, integral aspects of *Peer Learning*. Taken together, a broader view begins to emerge in which it becomes evident that this individual is appreciative of the positive impact that *Peer Learning* can have on her *Attainment* (e.g., achievement, ability, competence, confidence). Though incomplete, the definitional dimensions teased out of this passage, and others like it, prompted me to expand this search string phase of code development to one of QDAS open coding in order to further define the dimensions of my categorical concepts and develop reliable subordinate code categories.

My attempt to use search strings in QDAS to locate referential instances of students' perceived values of and engagement in ALEs in the aggregate data presented me with four important results: 1) The process allowed me to establish search-strings that satisfactorily fit the breadth of the 8 established superordinate code categories; 2) It provided me with a deeper awareness of the types of relationships that exist between student comments in the aggregate data and the 8 internal and external factors; 3) It provided me with a broader understanding of the power and limitations of the software's abilities to analyze data (very capable) and interpret it (incapable); and, 4) It revealed to me the necessity for conducting an expanded phase of analysis in order to further explore and codify the categorical linkages in the data.

4.5.2 Phase 2-step 2: Open-coding and matrix-intersection results and analysis

As the examples in 4.5.1 demonstrated, the initial search-string results contained a number of concepts that, through an interpretation of their use and meaning, could be utilized as subordinate coding categories. Subsequent QDAS open-coding analysis produced additional subordinate conceptual categories for several of the superordinate categories. These changes are discussed below with examples and explanations for their development and inclusion. The order in which the items below are discussed follows the initial *a priori* code-category listing. Because of the unfeasibility of conducting a detailed open-coding analysis of my entire set of collected data, I decided to reduce the amount of coding sources from the aggregate data of 83 individuals to that of the top 10% of the individuals represented in the PVEM data sources. I included in this group 4 volunteer participants from the ALE who had also contributed diary and interview data, assuming that data from these semi-structured sources might offer more focused insights about the themes of enquiry in the study. This resulted in the open-ended data of 11 individuals (PVEM+) being utilized for this for this step of Phase 2 coding, which amounted to 3441 lines of text (Appendix 15). As Figure 9 reveals, 7 out of the 11 individuals were included in both data sets based on the volume of attributed references in their data.

5-item			Change		
Item	Nodes	References	Item	Nodes	References
Hole 121_H	75	387	Mile 121_H	54	294
Tomato 121_L	89	448	Wpoc 143_G	49	230
Tahai 021_F	76	328	Medim 152	38	224
Al 021_F	81	501	Choc 157_H	55	277
Nicoy 010	71	488	Al 021_F	86	222
Hondo 143_G	87	423	Tort 158_H	35	196
Cham 157_H	33	284	Sajara 162	40	186
Hondo 022_E	87	422	Hondo 022_E	89	448
			Tahai 021_F	86	328
			Nicoy 010	71	488

Figure 9: Phase 2-step 2 data sources

As a final activity in this step of coding, I performed a series of *matrix-intersection* comparisons of data coded at each of the 8 *internal* and *external* factor categories to confirm

previous code-development results and to discover any particular properties or themes that might emerge from an analysis of these intersections. The results of the BD~PV analysis were included in the analyses of the information that occurred at these matrix intersections with the express goal of informing, corroborating or excluding postulations emerging from the converging analyses.

An analysis of the results for the *Attainment Value* search-string query, revealed that respondent expression focused on three primary areas: 1) The perceived attainment of ‘*objective skills and information*,’ such as how to design functional document layouts, various aspects of computer use, the improvement of various linguistic skills or content knowledge; 2) The perceived attainment of ‘*subjective skills and information*’, such as developing the ability to work with others, or the ability to develop or maintain a self-regulated routine or activity; and, 3) The realization of the significance or value of ‘*relatedness*’ in their actions with others. Each of these conceptual categories, while separate in their own right, were nevertheless indicative of an overall sense of perceived *attainment* in an LE.

An interesting point that emerged during my analysis of data related to *attainment* was that while students clearly distinguished between *subjective* attainment and *objective* attainment, rarely were these mentioned in isolation as the example below shows.

Of course, I could learn about Islam. And I could learn about how to cooperate with my partner. I try to do things only by one self, I have been said by another women in my part time job. So this was good experience for me. And I could learn importance of cooperation. Then I could learn way of study.(197_F)

This is important, I think, because it indicates awareness of the importance that the social aspect of learning (*collaboration*) has on her capacity to learn objective elements in the task. Of further significance in the text above is an indication of the student's capacity to recognize and confirm the importance (*utility value*) of this concept for not only her present situation but for future development as well, a point that will be discussed in relation to the BD~PV result data in greater detail at later point in this phase of analysis.

I initially conceived of the concept of *relatedness*, “a newfound or increased willingness or predilection to interact with, be connected to, or experience the caring for others” (Baumeister, 1995), with its more obvious people-to-people connotations, as a subordinate category of *peer learning*. However, after examining numerous passages, such as the one below, I realized that students were more likely to express this concept as a sense of personal attainment—a revelatory growth or attainment of a new understanding about the importance or need for being involved with others—than as a simple sense of working with others. The comments below provide an illustration of this nuance.

This project was very useful for me to learn about many ways. For example, English skills were very important and also working together was the most important things for me. I could learn to have importance of my classmates. I became to grow thanks for my partner, my teacher and around people. I want to continue learning English very hard.(181_F)

While I cannot be certain if this individual had a ‘change’ of belief about others, her comments (coded at *relatedness*) indicate that she has developed an enhanced awareness or appreciation about the importance that interacting with others plays in her life [“I could learn to have importance...”], and [“I became to grow thanks...”] because

of her experiences in the ALE. Reis and Ryan (2000, p. 422) report that while *relatedness* is not directly associated with the sustenance of intrinsic motivation, it has been found to provide conditions that make the expression of it both more likely and more robust. It is possible that the ending to this buoyant passage ["I want to continue learning English very hard"] indicates an occurrence of this situation.

Isolating instances in the textual data of happiness or elation associated with *intrinsic motivation* was more difficult than I had originally thought. Individuals did indicate their perceptions of the *intrinsic value* of aspects of LEs with expressions associated with some manner of elation, but in three rather distinct ranges: a) elation about or for themselves, b) elation about or for others, or c) elation that includes both themselves and others together. Subordinate code categories were created for each of these concepts. An example of a passage that reveals the feeling of being elated for oneself (and coded at *enjoyment-self*) can be seen in Chiaki's comments about how and why the authentic learning experience gave her enjoyment: "Actually, I like to gather importations and to create sentences. I like to think how to get reader's interests. So I enjoyed this learning experience (197_F)." Kazuya's comment below about his friend's newfound attainment and the following comments by Miho about her and her friend's achievement are examples that show why it was necessary to develop a separate subordinate *Intrinsic Value* code (*enjoyment-both*) because of either the interrelatedness or ambivalence of the content. When Kazuya mentions, "Because of this heavy activity my partner increased his experience. He changed his experience by working this project. I think this is wonderful(010_M)", it is difficult to determine if he is expressing enjoyment for his

friend's attainment (coded at *enjoyment-others*), or whether his enjoyment is born of the realization that this kind of a learning environment could produce such a result (coded at *enjoyment-self*). Kazuya is obviously expressing personal enjoyment, but not only for himself. Miho's comments about herself and partner reveal a similar situation, which again, were coded at *enjoyment-both*: "When we finished our project we could feel a lot of **pleasure** for each other (181_F)." In this instance, Miho's comments can be interpreted in two ways because the interrelated nature of the expression. In an objective sense, this comment reveals that she is expressing pleasure in being able to have had this experience. However, in another sense she is implying a pleasure or gratitude *for* her partner. As the examples above illustrate, one of the problems I encountered was that often categories blended and several could be, and often were, coded at the same textual unit.

My original list of subordinate code categories for *difficulty value* evolved from search string development, and primarily focused on aspects of the course that were difficult such as the difficulty of the task (e.g., size, complexity). However, this proved to be an inappropriate approach as there were a great many things that students found difficult (e.g., pressure, stress, homework, effort). Instead of focusing on discrete items that students perceived as difficult, I realized in my code trialing that almost all mentions of difficulty could be categorized as either a *mental* or *physical* phenomenon. However, there were many instances, usually in reference to 'time', where the reference to 'difficulty' did not comfortably fit into either of those two categories, for example, when Kazuya writes, "My partner and I had to research a lot of information and decide the process of this activity. This is very heavy for us, because much **time** is needed." Is 'researching and deciding the process' the "heavy" aspect, or is it the large expenditure of time? Of course they are related, but which is the focus here? In another

example, again involving ‘time’, the student implies that there is something about the report that necessitates a large expenditure of time but does not specify whether this is a physical or mental ‘difficulty’: “So, I need much time to finish the report. I think there aren’t enough time to finish the report in this time.” In cases such as these, where the referent that students perceived as ‘difficult’ was unclear, I felt it necessary to create a third code category ‘*difficulty value-nondescript*’ and coded accordingly.

Several trial codes developed from the search string concepts for *Extrinsic Value* proved to be either redundant or rarely expressed by students and were subsumed into broader categories (e.g., useful, grades, approval). I found that comments pertaining to extrinsic valuation focused on two primary aspects of utility, school or career, which I differentiated as *short-term utility* and *long-term utility* respectively. For the most part, comments pertaining to extrinsic value were straight forward and were easily coded as such. A clear example of *short-term utility* can be seen in Kazuya’s comment about how one of the learning tasks of the ALE course can be “useful” when making a report or doing other homework: “But the class of being able to learn layout is only this class. Then layout skills is much valuable for other thing. This is very useful when I make report or homework more clear.” This same straightforwardness is evident in Hiroko’s perception of how working with a partner will be useful for her when she has a job in the future: “And working with my partner will be really important when I get a job and have some meetings.” However, as was the case when developing *intrinsic value* and *difficulty value* categories, student comments pertaining to *utility value* were often vague, making interpreting their

meaning and applying a code difficult as Tomomi's comments about the project reveal: I think this project was very **useful** project. Because I learned English, research, **working** together, layout, and so on. She lumps all of the aspects of the course together and labels them "useful" without giving further details as to why. In cases such as this, there is not enough information to determine why an individual purports to think or perceive the way they do, just that they do. At first glance, to code such passages simply as "useful", which happened in my trial coding, seems little more than to mark their statistical occurrence. While helpful to a degree, this kind of coding does not actually reveal much qualitative meaning. I realized, however, that the passage is important more for the fact that it reveals that the project provided her opportunities to encounter and learn new content and skills than for *why* she believed they are useful. I brought such instances of non-specific expressions of utility under a broad code, *nondescript extrinsic*, for further analysis.

The *internal factor* categories, being established values in themselves, did not necessitate the creation of positive and negative coding categories for them. For example, 'attainment value', 'intrinsic value', 'difficulty value' and 'extrinsic value' each have implicit connotations. However, as individuals can have either positive or negative perceptions of external phenomena, it was necessary to create coding categories to reflect this. As with the internal factor categories, the external factor categories required clarification and development.

Project included perceptions about the style and meaning of the LEs for the student (JSLEs and ALE). For the most part, student perceptions about the meaning and the style of the project clearly referenced specific aspects as either positive or negative. At times, however,

when students discussed the ALE it was in reference to their JSLEs (and vice versa), sometimes perceiving one as positive and one as negative. In such cases, both positive and negative codes overlapped. There were also cases where individuals presented an aspect of a JSLE in a positive sense, understanding it to be suitable for that LE, however, when referenced to or compared to the ALE the same aspect would be ascribed a negative perception. For example, the passage below is coded at both *project meaning-P* (positive) and *project meaning-N* (negative) because of such an overlap. In the first half of the passage the student is expressing positive perceptions about the ALE course. However, midway through she comments about how she learned English in the JSLE, which she perceives as a useful (positive perception) way to do things there. Near the end of the passage, though, she references the ALE again in comparison with the JSLE and the implication is that the former LE is now perceived in a negative light in comparison with the ALE.

I think this kind of class is very important and invaluable for us to study English. Because, in this class, English is the just way to learn other things. Until the class of high school, we studied English by memorizing. I think that way only useful to entrance exam. So, an experience by doing class is useful for us to use English after graduate and when work at company.

This example, with multiple, overlapping factors being represented, did not present an insurmountable problem, but it did prompt me to take greater care when coding for negative aspects in the data. Such instances made me aware that there would be times when situations would arise in which a passage could not be accurately coded for each situation short of creating a multitude of distinct codes. Rather than resort to this rather unwieldy piecemeal approach, when conflicting, unique or overlapping code occurrences did present themselves, I resorted to the creation of explanatory memos in NVivo9 and referred to them as my analyses evolved.

Peer learning is a rather broad concept that can be seen as encompassing nearly everything individuals do when working together on an ALE task as initial search string terms showed. However, my investigation of search results revealed a consistent focus on three subordinate aspects of *peer learning*. An illustration of the first concept, *collaboration*, can be seen in the following passage: “And I and my partner have to talk about our topic sufficiently. Because I think when I’ll make a report with partner, the most important thing is talking. According to talking, I and my partner could understand our opinion of each other (027_10-7).” While it is true that there is an implication in the passage of *giving* and *getting support*, the main point of focus is, I think, on the act of *collaborating*. This contrasts with instances in which the second and third concepts, *giving support* and *getting support*, while overlapping with *collaboration*, are the primary focus in that they directly address the *act* of ‘helping’. Of course, ‘helping’ implies a degree of ‘collaboration’, but in the example the follows, it is clear that the emphasis is on the *act* of ‘helping’: “My partner has good English skills. So if I had some trouble, my partner often helped me. And If my partner confused something, I could help my partner (181_F). Again, to maintain accurate and consistent coding required a close reading of text to differentiate subtle nuances of meaning.

The meaning of the concept *self-regulation* is self-evident and was manifest in the data in two primary ways, either referring in a positive sense to an individual’s ability to make choices and self-direct their actions, or referring in a negative sense to some form of an individual’s self-chastisement for not having the wherewithal to control themselves throughout the ALE process. In the case of the latter, however, this was nevertheless often accompanied by a sense

of achievement at having at very least participated in and completed the ALE, which prompted me to carefully differentiate the student's focus of attention in the commentary.

Comments related to the superordinate category of *teacher* were surprisingly few and limited to issues pertaining to student levels of dependence on the teacher or the teacher's style or roles. The subordinate categories, *teacher dependence* and *teacher style*, in both positive and negative nuances, were clearly defined and needed little development or explanation. However, the following student comment raised an interesting question with regard to what one might consider a 'teacher': "I used the internet translator and asked my teacher, Professor Cholewinski. They compensated for my lack of English skills." I had not fully considered how internet-based language translators, because of their powerful 'live' transformative abilities, might be considered by students to be something more akin to an adjunct 'teacher' than a static resource such as dictionary that they depended upon to compensate for their 'lack of English skills.' But by grouping the instructor with such an online translator, this student's comments may be an example of a student doing just that. How to differentiate students' perceptions of dependence upon sophisticated supportive technology from that of dependence upon teacher support gave me cause to pause. In my coding, I decided to differentiate 'live' teacher help from that of an automated online support system such as an online translator. However, this raised the important issue of what types of 'instructional' services available on computers and online are blurring the definition of 'live' instructional feedback.

As I worked through the data and became closer to it, I found that a number of previously developed subordinate categories could be melded under one synonymic yet inclusive term

thereby reducing the number of categories without diminishing their effectiveness to represent relevant information in the data. For example, I was able to combine the 3 previously separate subordinate *Attainment* codes of *support*, *help*, and *understanding* under the single subordinate code of *relatedness* with no loss of coding effectiveness. At the same time, several previously developed codes proved to be too vague and had to be further refined to fit the phenomena emerging from the data. For example I found that, *utility*, an early subordinate code for the category of *Extrinsic Value*, inadequately represented the wide variety of student interpretations that I was encountering in the data. In order to effectively code for this variety, I needed to refine the category to include *school utility* and *career utility*, the former referring to how students valued their activities in light of their usefulness within the school environment and the latter referring to how they valued them in light of future job or career usefulness, which, depending on the individual could be perceived to either overlap or be perceived as separate factors.

I continued this phase of the analysis until the search for conceptual categories that correlated with the *a priori* categories and their descriptor terminology had reached a point where no significantly different or new labels emerged. The refinement of the search strings and the more detailed open-coding examination of the data to discover relationships between the conceptual terms allowed me to further clarify the definitional boundaries of the 4 *internal* and 4 *external* coding categories in relation to the study, as Table 11 below reveals.

Internal & External Factor Definitions			
Internal Factors	Definitions	External Factors	Definitions
AV = Attainment Value	Perceptions of the attainment of objective & subjective skills or knowledge, the maintenance of interactive harmony during the task (relatedness).	P = Project	The meaning or style of the ALE or the primary task.
EV = Extrinsic Value	Perceptions of short-term (school) and long-term (work) utility, autonomy.	PL = Peer Learning	The execution of collaborative activities, including the maintenance of a supportive nature.
DV = Difficulty Value	Perceptions of mental or physical demands.	S = Self-regulation	Making choices, regulating one's actions and behaviors, and the maintenance of commitment.
IV = Intrinsic Value	Perceptions of enjoyment referenced to self or to others, autonomy.	T = Teacher	The type or level of teacher instruction, including levels of dependency.

Table 11: Internal and External Factor Definitions

As a result of this activity, I was able to confirm that the *a priori* categories fit my inquiry adequately as well as develop a suitable range of subordinate categories based upon *a priori* core descriptor terminology and student commentary (see Table 12).

Coding categories			
Internal Factors		External Factors	
superordinate	subordinate	superordinate	subordinate
Attainment Value	<ul style="list-style-type: none"> • awareness of social skills and knowledge (<i>confidence, accomplish, understand...</i>) • objective skills and knowledge (<i>able, develop, improve, progress...</i>) • relatedness (<i>work/make together, trust, care, relation...</i>) 	Project	<ul style="list-style-type: none"> • meaning (<i>project, activity, meaning, experience, useful...</i>) • style (<i>active, passive, time, different...</i>)
			<ul style="list-style-type: none"> • ability (<i>partner, opinion, responsible, share, exchange...</i>)
Intrinsic Value	<ul style="list-style-type: none"> • enjoyment of self (<i>challenge, enjoy, happy, active, pleasure...</i>) • enjoyment of others (<i>enjoy, happy, fun, pleasure, good...</i>) • enjoyment of both (<i>like, challenge, enjoy, happy, active, fun, pleasure, good...</i>) • autonomy (<i>active, pleasure, good...</i>) 	Peer learning	<ul style="list-style-type: none"> • character (<i>partner, cooperate, friend, responsible, relation...</i>) • collaboration (<i>cooperate, opinion, pair, share, exchange...</i>)
		Self regulation	<ul style="list-style-type: none"> • choice (<i>pace, choose, responsible, decide, control...</i>) • commitment (<i>responsible, deadline, duty...</i>) • self-action (<i>pace, choose, responsible, decide, independent, control...</i>)
Difficulty Value	<ul style="list-style-type: none"> • mental difficulties (<i>difficult, effort, strict, struggle, pressure, tired, stress...</i>) • physical difficulties (<i>time, homework, effort, struggle, pressure, stress...</i>) 	Teacher	<ul style="list-style-type: none"> • dependence (<i>teacher, teach, depend...</i>) • instruction (<i>advise, advice, help...</i>)
	<ul style="list-style-type: none"> • long term (work) (<i>useful, work, future, job...</i>) • short term (school) (<i>useful, grade, future...</i>) 		
Extrinsic Value			

Table 12: Coding categories

As the discussion and examples above illustrate, the *open-coding* process with its use of search-string-search queries and interpretational analysis proved a reliable method for both defining the conceptual categories as they are represented in the data as well as providing a manageable number of relevant and succinct subordinate coding categories.

The matrix-intersection query results provided a fascinating overview of the dynamics of coded factor elements in the data, allowing for a confirmation of the code categories as well as the identification of 3 salient themes that informed *axial* and *selective coding* in Phase 3 of

the analysis. It is important to note that the graphic and spreadsheet data mentioned below represent the amount of ‘coded *references*’ in the data rather than the amount of ‘coded *sources*,’ a conscious choice on my part. I mention this because any one data source may (and usually did) contain multiple code references for a single code factor. In my discussion of search-string development (4.5.1), I mentioned a number of factors that can influence the type and amount of student responses in a data-collection instrument. I explained that my rationale for allowing my investigation to focus on the amount of ‘references’ over the amount of ‘sources’ was based upon my broad experience with EFL student query results, namely finding that such students tend to say more about topics that interest or influence them, and, that they tend to utilize a range of terms common to both the topic and their peer/academic level to express their thoughts about them. This can naturally result in a higher frequency of code representation in the data, which may be interpreted an inflation of a code’s significance. In this study, I am not rationalizing that the higher ratio of references is indicative of ‘better’ or ‘more accurate’ information, rather that it provides a higher-density pool from which to glean qualitative observations. All coded data was examined equally, however, I began my examination with the higher-frequency sources. I also began at this time to triangulate the results of the BD~PV analysis with my textual analyses of the data as a means of widening the perspective of my analysis.

I conducted my analysis of the *matrix-intersection* query results by first examining the results in spreadsheet and graphic format. After identifying significant points of co-occurrence (or non-occurrence), I then analyzed the textual data located at the intersections. Matrix-intersection queries were conducted to produce multiple views of the aggregate node-intersection data. Figure 10 provides a graphic representation of the matrix-intersection

reference counts for the 8 *internal* and *external* factor code categories at the *superordinate* code level.

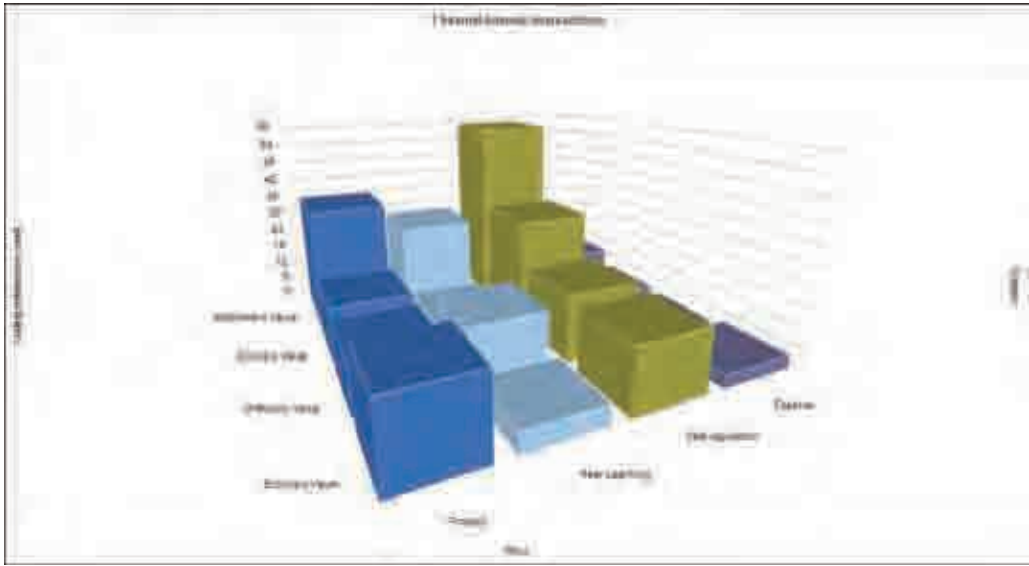


Figure 10: Matrix intersections for 8 internal and external categories

Figure 11 shows a more detailed graphic view of the matrix intersections for the 8 superordinate factor categories that includes *internal* factor categories and the *positive (+)* and *negative (-)* aspects for the *external* factor categories.

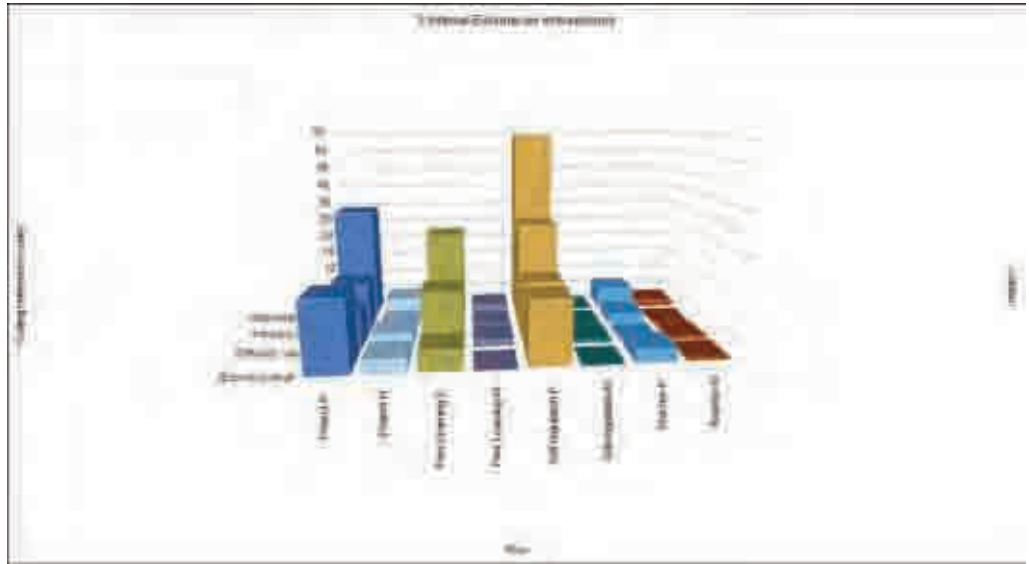


Figure 11: Matrix intersections for 8 code categories (with +/- external categories)

And Figure 12 provides a graphic view of the matrix intersections for all 8 factor *superordinate* and *subordinate* categories including the *positive* and *negative* aspects for the *external* factor categories.

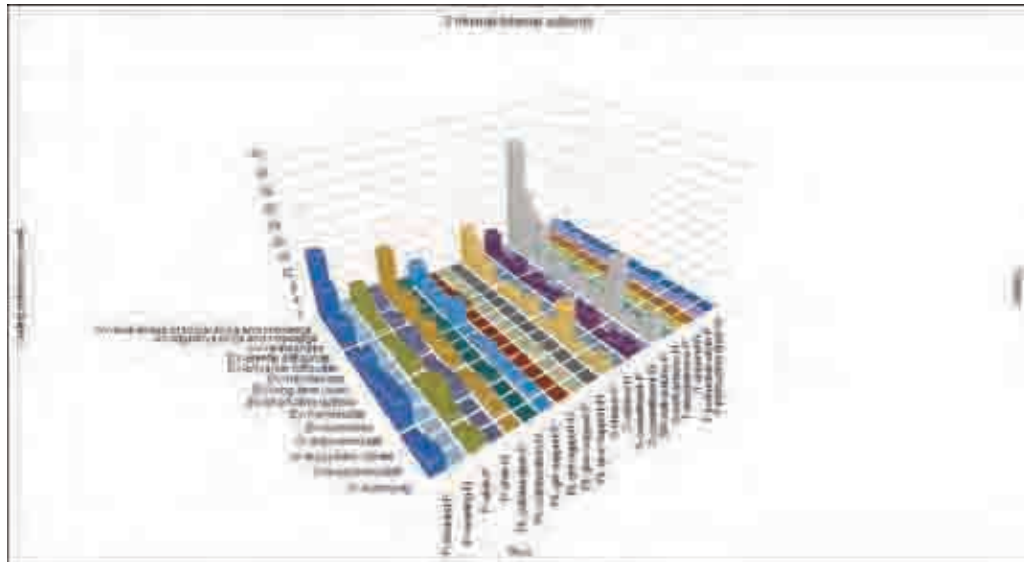


Figure 12: Matrix-intersections for the 34 subordinate categories

Due to the large amount of subordinate categories and limitations of the NVivo9 software, it was difficult to render a clear comprehensive multi-dimensional image of the latter figure. The spreadsheets and larger-version corresponding graphics for each of the node-matrix intersections can be found in Appendix 17 (see Table 6 for node matrix-intersection labels).

These 3 highly visual graphic perspectives offer the impression that student perceptions associated with the ALE focus significantly on the positive aspects of the 8 *internal* and *external* factors. As Figures 10 and 11 reveal most clearly, the highest co-occurrence of nodes in the data set exist at the positive intersections of AS (59), PA (36), IS (33), and A-PL (26), and to a lesser degree at the positive intersections of EP (23), DS (20), ES (19), IP (16) and DP (15). What is equally evident upon closer examination of this graphic is that there are significantly fewer (comparatively so) instances of node co-occurrences at the same or remaining negative intersections. A closer examination of textual data coded at all the

intersections corroborates the initial impression produced by these graphics, however, it also reveals a more complex situation. The discussion of the matrix-intersection results below is organized according to the frequency of node co-occurrences. Graphics are included only where needed to highlight a point of significance, otherwise all graphic representations and their corresponding spreadsheet data for each of the node matrix intersections are available in Appendix 16.

AS Attainment/Self-regulation matrix intersection

As the graphs above make clear, the most significant co-occurrences of coded data exist at the intersections of *Attainment Value* and *Self-regulation*. A detailed view of the AS matrix-intersection graphic (Fig. 13) reveals that the highest levels of co-occurrences exist where the nodes *self-action*, *choice*, and *relatedness* intersect with the nodes *awareness of social skills and knowledge* and *awareness of objective skills and knowledge*.

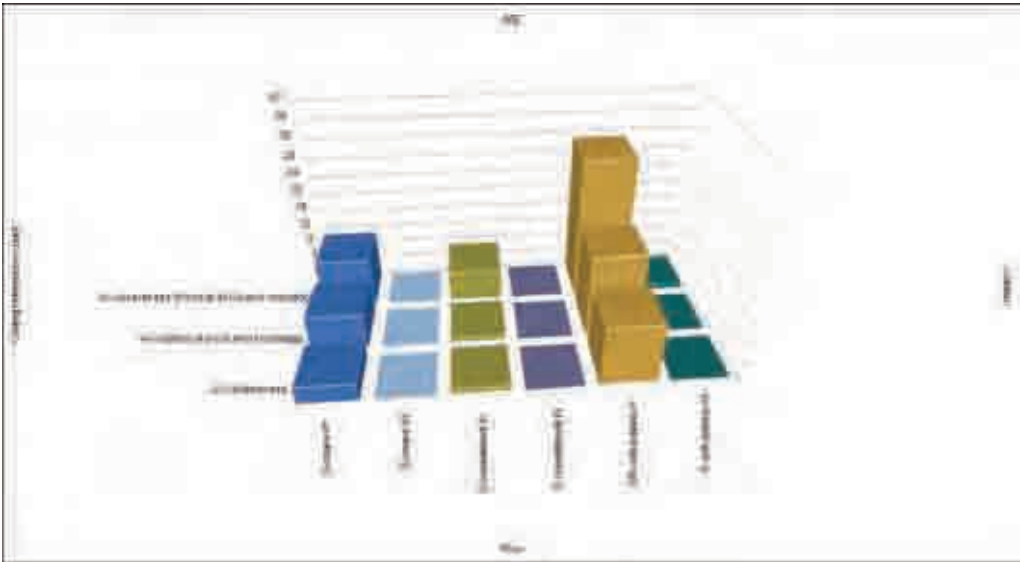


Figure 13: AS (Attainment/Self-regulation matrix intersections)

An examination of the textual data at the AS intersection reveals several significant themes that share similarities with and corroborate those developed in BD~PV analyses: One, that

students indicate an awareness that *learning* and *exercising* ‘social skills and knowledge’ facilitates the learning of ‘objective skills and knowledge’; Two, that there is an expanded *utility value* associated with this beyond academic situations; And three, that choosing to participate in such actions engenders a meaningful sense of *relatedness*—the predilection to interact with, be connected to, or experience the caring for others.

This matrix intersection reveals textual data coded at ‘awareness of social skills and knowledge’ and ‘awareness of objective skills and knowledge’. As might be expected in an EFL course, much of the data coded at ‘objective skills and knowledge’ focused on student perceptions about attaining English skills and knowledge, for example when Hiroko says, “I could learn many new words, grammar and writing style of report” (Hiroko_AS#6), or when Sayaka talks about the attainment of new topical information, “I had to look through a lot of information from books, internet and journals...and then I could get many knowledge, and the more I looked, the more I was interested in Japanese society” (Sayaka_AS#4). The SA-intersection data contained many similar instances, most of which could easily have been the result of participation in a traditional learning environment. However, the intersection data also includes text coded at ‘awareness of social skills and knowledge’ that revealed instances of perceptions of *attainment* associated with *peer learning* unlikely to be formed in ‘traditional’ learning environments. An example of this can be seen in comments made by Hiroko pertaining to the benefits of working with a partner and the *utility value* she attributes to it: “And working with my partner will be really important when I get a job and have some meetings. I guess I could learn not only about religion also how to work

with my partner” (Hiroko_AS#16). Similar perceptions about ALE experiences are indicated by Ai’s and Noriko’s comments: “Because I exchanged my partner’s opinion and shared our skills with each other, those things improved the quality of our reports” (Ai_AS#8), and, “Therefore I could compare my opinion with others. So I could understand it more” (Noriko_AS#6). Takao’s comment, which implies that he took Noriko’s technique a step further, indicates that he tried to maximize the potential of the ALE situation to not only his own but his peers’ advantage when acting as a near-peer mentor to his classmates: “So, when I teach them I study from them. Teaching them, teaching something gives me good influence. Once I learn something, next I teach something. I learn twice” (Takao_AS#75). Clearly Takao’s technique is the exception among these selected examples, but each of these comments references an example where the use of ‘social skills and knowledge’ is perceived to have facilitated the *attainment* of ‘objective skills and knowledge’, with Hiroko’s comment revealing her awareness not only of the nature of the interaction but of the extended *utility value* (future employment) of the attained knowledge as well.

The final significant theme that emerged from the analysis of the SA-intersection data was the students’ perception of a sense of *relatedness* engendered from their participation in the ALE. Hiroko, ‘speaking from experience,’ refers to this concept when discussing the realities of partner work and the project benefits to be had when people interact with each other in a harmonious manner: “I have learned working with my partner is difficult. Each person has different thinking and sometimes it causes conflict situation. But when we overcome this, a good

project is made” (Hiroko_AS#16). Other comments at this node intersection echoed this and the following sentiments voiced by Chiaki and Miho, “And I could learn about *how* to cooperate with my partner” (Chiaki_AS#16, *emphasis added*), and “And if my partner confused something, I could help my partner. So we could help each other. I was so happy, and got a good feeling. Now I want to say “Thank you” for my partner” (Miho_SA#8). Chiaki’s comments may also indicate that she perceives this sense of relatedness in a somewhat more ‘creatively communicative’ way: “Actually, I like to gather importations and to create sentences. I like to think how to get the reader’s interest. So I enjoyed this learning experience” (Chiaki_SA#2). Although Chiaki is not directly or necessarily referring to peer-interaction as the ‘cause’ for this comment, her desire for a kind of ‘communicative’ connectedness with others is, I think, an essential element of socially-mediated learning. These comments provide a brief perspective of student perceptions of *relatedness* engendered from various peer-interactions in the ALE. Their importance is two-fold, I think. One, that the awareness of *relatedness* is self-learned from self-actuated and self-regulated experiences in the ALE; And two, that they are not likely to be learned in traditional learning environments.

AP (*Attainment Value/Project* matrix intersection)

The detailed view of the AP matrix-intersection graphic (Fig. 14) reveals that the highest frequency of node co-occurrence take place where the nodes *Awareness of social skills and knowledge* and *Objective skills and knowledge* intersect with *Meaning/Style*. It is important to note that when students refer to the ‘project’ in their comments, they are almost certainly

referring to the “writing project” itself. However, in my analysis comments the term ‘*project*’ holds a broader range of meaning, either the ALE itself or the actual writing project. To avoid confusion, I carefully distinguish between the two throughout my analyses.

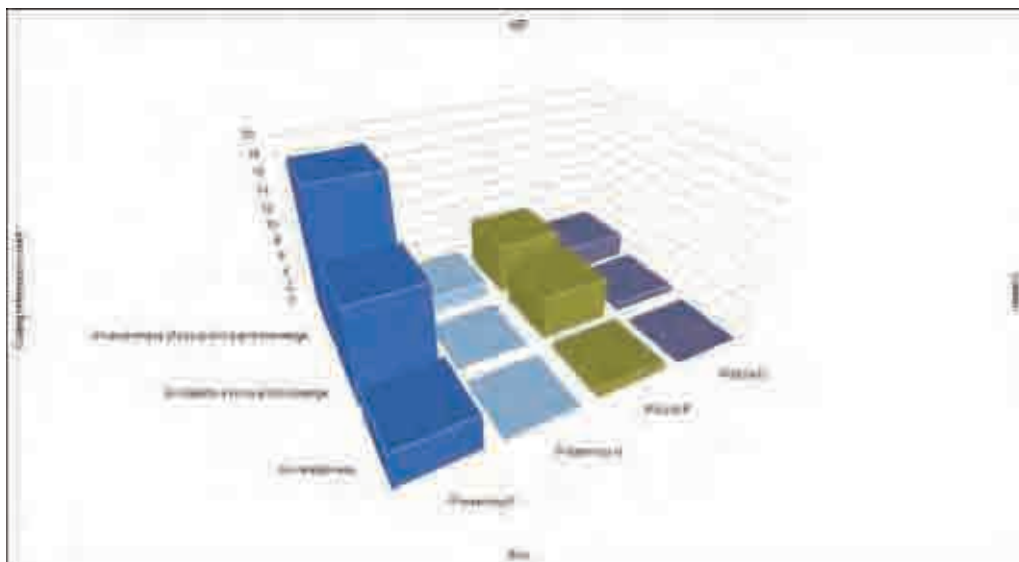


Figure 14: AP (Attainment Value/Project matrix intersection)

A number of important themes emerged from the analysis of these intersections. Chiaki’s comment, “I think that this kind of learning experience was an entirely new attempt for us” (Chiaki_PA#4), echoes a prevalently expressed perception in the data that participation in the ALE was a novel undertaking for students, which I believe informed the ‘comparative’ tone of many of the comments found at this intersection. The most significant theme to emerge from this intersection concerned students’ perceptions of the role of the students in the classroom. In general, JSLEs are structured so that students receive information from the instructor or texts, a system that students perceive as *passive* activity. However, the ALE requires that students develop their information collaboratively from sources of their own choosing, which students perceive as *active* activity and that it has a number of benefits. Noriko expresses one of these benefits, ‘thinking skills’, when explaining why she thinks ALE experiences are better than traditional classes:

Classes which I have experienced were easy. Because it was ok to just hear teachers' information. These classes are easy, but an ability of thinking may not develop. I think we sometimes need the class like this [ALE] to develop thinking abilities (Noriko_PA#13).

Takao's similar comments extend this concept when referring to the positive benefits he perceives *active* experience may have on overall learning attitude:

But other CE class is receiving teachers' teaching, but this class we had to do everything (researching, making sentences, and making own report). So our own activities are the most important for this class. And they may be able to give me good influences and active attitude (Takao_PA#13).

Being an *active* rather than *passive* student was perceived to signify other similar meaningful self-developmental aspects as Chiaki's comments indicate: "MALL courses make us responsible and we must do duty all. So we can become adults, as now we don't have common sense" (Chiaki_PA#6). A final theme, closely related to those mentioned above, concerned the intense personal association students attributed to their ALE experiences. Kazuya attributes the learning experience itself to be a kind of 'knowledge' that deeply affected him and his classmates saying,

This kind of learning experience is very important knowledge....We will not forget the knowledge of this learning experience. In other class, we were submissive. So this kind of learning experience is treasure that people overcoming difficulty and achieving this activity can get (Kazuya_PA#4).

Ai expresses this differently but in equally moving terms when explaining how the ALE experience allowed her to imbue her report with 'a part of herself': A part of me is in my report, "my opinion or view of thinking. How much I love the stage or stage drama" (Ai_PA#198).

The ALE experiences, then, allowed students the opportunity to compare LEs and to reflect on the meaningful benefits they attribute to them, which in the case of the ALE focused on *active* versus *passive* student learning behavior and the benefits such behavior confer. As was mentioned earlier, the few occurrences of negative perceptions in comments concerned expressions of difficulty about some ALE factors that while hard nonetheless are perceived as producing a positive benefit for the students. It is equally interesting to note that I found no openly disparaging comments about traditional learning environments in cases where students were comparing aspects of the ALE to those in JSLEs. Further analysis will illuminate possible reasons for this.

IS (*Intrinsic Value/Self-regulation* matrix intersection)

The examination of the IS matrix-intersection revealed high frequencies of node co-occurrence where the node *intrinsic self-enjoyment* and *self-actions* and *choice*, and *autonomy* intersect. Text coded at the concepts *self-action* and *choice* overlapped to a great degree. When initially developing this code, my intention was to differentiate between perceptions of *choice-making* and *actions taken by and for the self*. These results show that there is not a significant difference in the way students perceive these concepts. Themes that emerge from the analysis of these intersections focus not so much on the *act* of ‘choice’ but on perceptions concerning the reasons for making the choice as well as the *intrinsic* benefits to be had from exercising it. The concept, *self-directed activity*, one of the three themes that emerged from the BD-PV analysis, is a more apt summarization of the concept as expressed in the data and will be adapted to the study from this point forward.

Many comments indicate that students perceive having an informed opinion and being able to competently direct their own activity as indicators of utile ‘adult’ behavior, aspects of their lives, it is implied, that have so far lacked satisfactory development. Noriko indicates this in her comments regarding ‘opinion creation’:

[In this class]...I can know about [my] topic deeply and I can make my opinion. I can get a lot of information from TV, newspapers. I can know about the news. But I just know about it. I didn’t have my opinion. But in this class, of course we can know about this deeply, and I have to make my opinion, deeply. I don’t have a chance or opportunity to make my opinion in school and in my life Noriko_IS#220).

And Ai expresses her perceptions about the importance of developing the ‘adult’ ability to exercise choice with a short narrative:

When I was a child, my teacher said what is good and what is bad. I just believed the differences. But these choices are given by my teachers and parents. When I was a child it was okay, I think. But I grew up and I have to think about myself, so these [ALE] activities are thinking by myself and sharing with my partner...so what is good and what is bad, I choose, I choose which one (Ai_IS#318).

Making choices for Noriko and Ai and forming opinions based upon their own interests are important in that they are perceived as self-directed self-development, traits commonly perceived to be indicative of ‘adult behavior.’ As such, there is a further implication that these actions possess a higher utility value for the students, corroborating the importance of one of the central themes derived from the BD-PV analysis, which is the key relationship between the perceived utility value of a phenomenon and its perceived practicality. Having the opportunity to make choices and formulate opinions is also perceived as a source of satisfaction and enjoyment, which hold important *intrinsic value* for the students. Satisfaction

and enjoyment stem from purposeful self-directed development of the self which is perceived to produce a wider effect in the ALE as a whole as Kazuya's comments indicate:

Maybe if I am taught this knowledge by a teacher I don't feel good or enjoyable because I don't research the information by myself. Researching by myself is very important for increasing the topic knowledge and enjoyment. I work at the thing I like very much, so my motivation is very increased...so increasing motivation is concentrated in this class, so classroom atmosphere is very good for me. My peers, my friends have same thinking as me (Kazuya_IS#77).

The student endorsement of the actions of the externally-imposed ALE and their perceptions that their actions in the ALE suit their interests and developing personal values and desires indicates the development of a sense of *autonomy*, which is important in the development of intrinsic motivation. Kazuya's comments indicate that this situation forms a constructive loop-feedback environment in the ALE.

The examination of text coded at these intersections reveals the importance that choice [self-directed activity], which implies the inclusion of the individual's interests, opinions and curiosities, holds for students. Perceptions of choice may in turn influence the intrinsic valuation of the task and positively influence the amount and type of effort expended acting on subsequent choices. These conditions also result in perceptions of *autonomy*, which is integral to the further increase in the *intrinsic valuation* of tasks and their outcomes.

A-PL (*Attainment Value/Peer learning* matrix intersections)

The examination of the A-PL matrix-intersection revealed the highest frequencies of node co-occurrence at the following subordinate node intersections: (1) *awareness of social skills and knowledge and collaboration*; (2) *relatedness and collaboration*; (3) *awareness of social skills*

and knowledge and *get support*. As I continued analyses on the various node matrix intersections, the centrality of *peer learning* to nearly all other aspects of the course became more evident to me. Comments such as, “We must cooperate with our own partner and we also must talk, because if we didn’t talk the report would not be good” (Hiroko_A-PL#4), and, “Because I exchanged my partner’s opinion and share our skills with each other those things improved the quality of our reports. When I realized the limitations of my skills, my partner gave me a new opinion” (Ai_A-PL#5) reveal student perceptions about the practical importance (and therefore *utility value*) of peer learning as it relates to the attainment of social and objective skills and knowledge. Implied in these and many other comments, but rarely directly stated, is the sense of *relatedness* to others. *Relatedness*, I think, is somewhat different from *appreciation*, which students more clearly expressed as ‘gratefulness’ for the *amount* of support they could get from their peers. Chiaki and Miho come closest to revealing this implied sense of *relatedness* in such comments: “But in time, I could learn [how] to cooperate with my friend and how to put information together,” (Chiaki A-PL#4), and, “If had to do everything to create this project, I could not. I could [learn about] the importance of a peer” (Miho_A-PL#10, *emphasis added*). I believe that these comments infer not only the quality of the experienced relationships but the realization of their importance in dealing with situations in life. These observations further serve to corroborate the importance and prevalence of the 3 themes developed in the BD-PV analysis.

EP (*Extrinsic Value/Project* matrix intersections)

As the framing entity of the course and all that it entails, the project (ALE) can be seen as the *extrinsic bedrock* of the experience that students participated in. It seemed ironic to me, then, that the EP matrix-intersection did not reflect higher frequencies of node co-occurrence than it did. To be expected, most comments expressed perceptions about the short- and long-term utility value of the course activities, for example: “So, an experience by doing class is useful for us to use English after we graduate and work at a company” (Ai_EP#4), and “And the reasons I valued researching is I know I need to have a skill to choose the best information and gather them” (Hiroko_EP#10), and “I think this experience is good because I learned many things. For example, English, research, working together, layout, and so on. I could struggle with languages, ideas, and tasks. Those experiences are very useful for me...not only now but also in the future” (Tomomi_EP#4). What is interesting and I think extremely important about these comments and others from this node intersection, though the frequency density is low, is the implicit sense of a *self-driven desire to act* in this environment inherent in many of the comments. Almost without exception, the comments exhibit a level of praise or a rallying cry for the practicality of the ALE, some very directly so: “I think our school should change the style of class. I think they should increase the doing class [ALE]. Because I think to learn something needs to become an activity. It is necessary for studying to have interest” (Ai_EP#13), and “Universities are a place to study, not for playing. Now, many classes here are easy to get credits. I think this system is wrong. We students should know why we

come to university and what we should do” (Hiroko_EP#13). I thought it possible that this sense of *willfulness* might be an indication of the students’ perceived acceptance of the practicality of the course as result of their assessment of the usefulness of what it had to offer, an idea which is closely connected to the key theme developed from the BD-PV analysis relating to *utility value*.

DS/ES (*Difficulty Value, Extrinsic Value/Self-regulation* matrix intersection)

A preliminary examination of text coded at these intersections shows that student perceptions about difficulties related to aspects of self-regulation are a mix of many factors, key among them being the *utility value* associated with the extrinsic nature of the ALE demands. Because the previous analyses clearly indicated the close interconnectedness of DV/EV nodes, I chose to combine the analyses of these two node junctures with that of the *Self-regulation* node.

The formidability of the actual writing task itself (composing a long report in English) is certainly a primary issue of perceived *difficulty* for students, but the perceived ‘mental difficulties’ associated with this task include much more than just English skills. As was mentioned previously, many of the student perceptions about the ALE either directly or indirectly imply a comparison with their JSLE and university lecture-based learning experiences. In JSLE- and traditional-styled university courses in general, students are regularly provided topics or materials to digest on which they are then tested after a set amount of time. This framework imposes a routine regulatory structure on student activity. Developing a system for dealing with such a routine regulatory structure makes for two probable outcomes: Because of its recursive nature, students have ample opportunities to become proficient at performing the routine, and, there is an increased likelihood for the

development of a perfunctory student attitude toward dealing with the routine tasks once competency regarding routine activity is attained. Noriko's comments, when discussing 'traditional-based' homework, are indicative of the development of such a perfunctory attitude among her peers:

And we did the same style, we make a summary and questions and choose the opinions...and we share about it in class and every week I did the same thing. I didn't use my knowledge. Almost all my friends think this is easy (Noriko_DS#200).

This contrasts highly with previously mentioned student perceptions of the ALE tasks, which demand that *they develop* and use active, creative, and flexible strategies. The emphasis in the ALE system is that students develop these strategies, which is an increased demand on their self-regulatory powers. The perceived *difficulty* of *self-regulation* in the ALE stems from several points, all of which appear closely connected to the *utility valuation* associated with *extrinsic* components (e.g., the *project*, *peer learning*, *self-regulation*, *teacher*). These determinations of practicality/utility value are intrinsically related to wider aspects of student self-development.

Perhaps the most significant observation that emerged from the analysis of these DS/ES node co-occurrences is that it appears students in the ALE perceive themselves as caught up in the act of *learning how to learn*, an implication that their former 'routine' skills are not entirely suitable for the ALE. What is more, they aren't being taught how to do this, they are learning how to do it from their own experiences, an observation that Kazuya makes about both himself and his partner: "So we had to learn the skills of learning from experience. Because of this heavy activity, my partner increased his experience" (Kazuya_DS#7). The comments imply that students are

teaching themselves *how* to learn in the ALE, which clearly compounds the difficulty of dealing with the other aspects of the task, all of which are self-regulatory in nature themselves. An example of this can be drawn from Noriko's comments about dealing with issues of time and accountability, which she indicates was difficult to manage with a partner: "I had to control myself to use time each week. I'm not good at using time. [before] I often scurried through my reports near the deadline. And when working with a partner, I had to think of it" (Noriko_DS#8). While these (and other) examples present student perceptions of *difficulty*, it is interesting to note that they are not presented by students as negative factors. In fact, a trend that emerged from the analysis of this and other matrix-intersection nodes is the consistent portrayal of *difficult* aspects of the ALE as sources of rewarding subjective and objective attainment (in some cases to the point of *relishing* the struggle). I believe this indicates that although students assess ALE elements as *difficult*, the perceived practical knowledge that can be derived from them for personal development lends them high *utility* and *intrinsic value* which in turn influences their satisfaction, effort and engagement in course work. This appears to corroborate the importance of the 3 key themes developed from the BD-PV analysis as well as observations previously mentioned in this section on matrix intersections.

D-PL/DP (*Difficulty Value/Peer learning—Difficulty Value/Project* matrix intersections)

Although the concepts *Difficulty Value*, *Peer learning*, and *Project* are integrally related to all of the elements in the previous sections, they are analyzed in combination here as a way of focusing on specific aspects of PL.

Several important points emerged from the analysis of textual data associated with these node intersections. One, not surprisingly, was the continued confirmation that the writing project itself was the focal point to which nearly all of the student perceptions of the ALE are linked in some way, and that its physical ["I hadn't written this long of a report. I was very difficult" (Tomomi_D-PL#4)], and temporal size and complexity ["My partner and I had to research a lot of information and decide the process of this activity. This is very heavy for us because much time is needed" (Kazuya_DP#4) presented the students with difficulties, as did the types of actions necessitated by it for its completion, which are predominantly concerned with aspects of peer learning.

The second important observation to come from this node analysis was the further confirmation of the degree to which 'peer support' was perceived as fundamentally important to the successful completion of the task. The majority of students, such as Ai, perceived that peer learning contributed to the *quality* of the reports: "I exchanged my partner's opinion and we shared our skills with each other. Those things improved the quality of our reports" (Ai_D-PL#8). Others, like Miho, perceived that without peer learning the reports themselves could not have been successfully completed: "If I did this project by myself, I couldn't finish it. Because I wrote it with a partner, I could finish it" (Miho_D-PL#7). A small number of students, confusing *collaboration* with *cooperation* (see Module 2, 2.2.8.1) at the outset of the course, thought it most efficient to divide the labor of the report into separate but equal sections only to find later in the semester that the sections they worked on independently (cooperation) were woefully mismatched because they lacked benefits

attributable to collaboration. When one student was asked why she and her partner had initially chosen that method, she responded, “Eh?! Why?! Because it’s the best way! It’s faster and easier!” (Noriko_D-PL#35). She later conceded that through experience she realized, “But it’s not right.” As was mentioned previously, many of the student perceptions about the ALE are either directly or indirectly attributable to some kind of comparison with their JSLEs or ‘traditional-style’ university courses. I believe this last student comment indicates such an instance and reveals an example of a case where a student realizes the benefits (through experience and reflection) of comporting themselves as genuinely collaborating peer-learners.

It is also interesting to note that there are very few mentions of ‘giving support’ recorded in the data. That most occurrences of perceptions of ‘support exchange’ focus on ‘*getting* support’ indicates not only an emphasis on ‘peer reliance’ but also indicates the perception that students lack ability or confidence, which confirms points raised in the previous AS matrix-intersection discussion.

IP (Intrinsic Value/Project matrix intersections)

An examination of the IP matrix-intersection revealed high frequencies of node co-occurrence where the node *Intrinsic Value-self* and *-autonomy* intersects with *Project-style* (Figure 15). The analysis of these node intersections produced several interesting and significant observations.

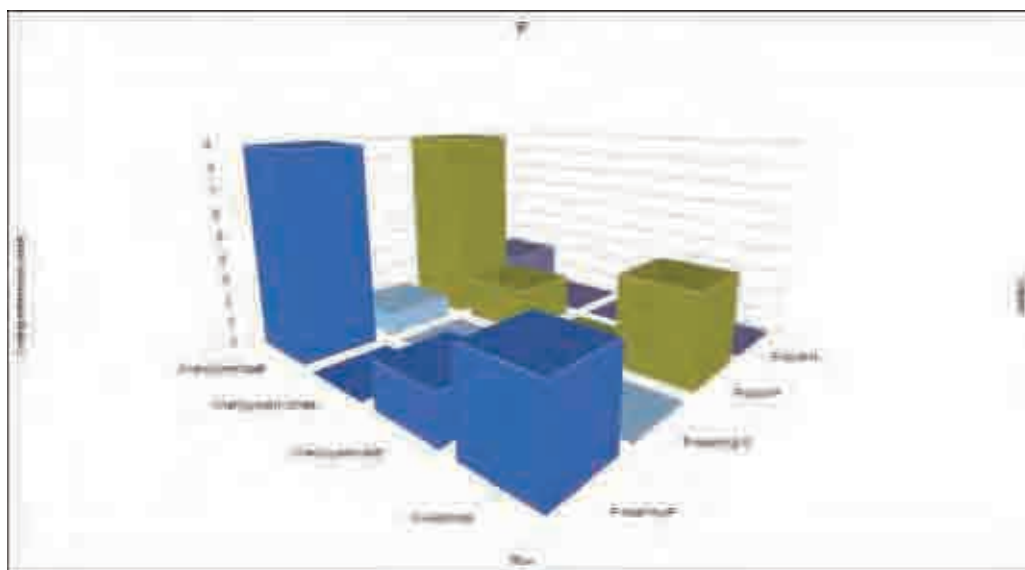


Figure 15: IP (Intrinsic Value/Project matrix intersections)

One of the most important observations to emerge from the analysis of this node intersection, and which I think is elemental to understanding the larger picture of ALE influence, was the relationships between the perceived importance attributed to the students' ability to make 'choices' in the course and their 'interest' and 'engagement' in course topics and activities. Naoko summarizes rather directly the general sentiment in many student comments on this point: "Yeah, choice is important because I want to do a report that I'm interested in. If I don't have a chance to choose something I'm interested in I don't have the motivation to do it" (Naoko_IP#58). Her main point being that for her *motivation* is tied to *interest*. She explains further that in 'traditional' courses without the opportunity of choice "...effort becomes an obligation...and the grade at the end is kind of empty," and that it only proves to the teacher that the students have learned the information (Naoko_IP#64). But when asked what the ALE report 'proves to the teacher' she replies, "The importance of making the report myself, my independence, how well I can do something" (Naoko.IP#73). Kazuya's comments expand on this.

He explains that there are two kinds of ‘effort’. ‘Traditional-style’ courses require a perfunctory effort, which is easy but intrinsically unsatisfying. In comparison, the ALE requires an ‘active effort’ that challenges personal, critical abilities to process his chosen topic, and what is more, the feeling it produces creates an intrinsically positive, supportive atmosphere among peers:

It’s hard. Hard style is challenging so researching, thinking, peers interacting is very enjoyable. Increasing motivation is concentrated in this class, so classroom atmosphere is very good. My friends, my peers have same thinking as me (Kazuya_IP#102).

In the ALE project, students perceive as rewarding the opportunity to think deeply about a personally chosen topic and develop and express themselves about it as Noriko says, “I can know about [my] topic deeply and [I can make my] opinion” (Noriko_IP#220, *emphasis added*). Ai mentions that the absence of tests in the ALE allows her to concentrate on researching her chosen topic so that, “I can show my mind” (Ai_IP#15). These and other comments show that in the student perceptions about the relationship between ‘choice’ and ‘interest’ the concept ‘interest’ possesses a more significant cachet. Having a choice implies the *exercise* of ‘interest’, the unleashing of ‘curiosity’, the experimentation with and development of ‘opinion’, the expression of ‘self’, all of which are perceived as ‘enjoyable’ even in light of the difficulties of the tasks to which they are associated. In a sense, ‘interest’ born of choice is shown here to be one of the keys to *intrinsic valuation* and *engagement* in the ALE rather than the influence of separable consequences such as grades.

Conducting the matrix-intersection analysis greatly consolidated my understanding of many of the key influential elements inherent in the ALE and of the many perceptions students have

of such elements. At the same time it confirmed and helped clarify the varying levels of importance of the 3 key themes that emerged from the BD-PV analyses, which were, ‘the influential role that *academic-social integration* plays in student activity and development,’ ‘the effect that the process and results of assessing the *practicality and utility value* of ALE elements has on student activity,’ and ‘the influence that the intrinsically important nature of *self-directed activity* has on student engagement.’

Elemental to each of these themes is the concept of *self-directed activity* and its influences on the development of perceptions and engagement. Analysis of the matrix-intersections and BD-PV data indicate that perceptions of *self-direction*, born of *choice*, in turn promote personal *interest*. The results indicate that the direction that personal interest leads is tempered by the *utility valuation* of tasks and their outcomes (which are themselves predicated on the *social-academic integration* of the ALE). The analyses thus far have revealed that it is the complex interrelationship of these elements that influence student perceptions and engagement, not just one or two separate aspects in isolation. In order to provide a satisfying synthesis of understanding about these various elements, I initiated a 3rd phase of analysis, *axial* and *selective coding*.

4.5.3 Phase 3: Axial- and selective-coding results and analysis

The preceding phases of analysis allowed first for the determination of *a priori* internal and external factor definitions and coding categories, and secondly, for the development of an emerging understanding of the referential linkages between those categories and textual data which resulted in the isolation of 3 principal themes in the data pertaining to student perceptions of select phenomena in JSLEs and ALEs. The utilization of NVivo9 was

instrumental in achieving these results. Together, the software's powerful capabilities for indexing textual data, conducting complex search queries on diverse data sets, and capabilities for rendering results in various formats allowing for the visualization and interpretation of phenomena in the data proved immensely instrumental in the development of my understanding about phenomena intrinsic to those phases of the study. NVivo9 use was continued in support of Phase 3 analysis, however, my analysis moved toward a greater use of GT techniques to describe the qualities of student perceived values of ALEs and how these impact engagement.

Strauss and Corbin (1998), in describing GT processes involved in analyzing data at this stage, suggest focusing ultimately on only one central phenomenon in the study and developing a theory around it. As mentioned above, my previous analyses enabled me to identify 3 key, tightly interrelated themes correlative with student perceptions of key ALE components, 'the importance of the integration of *social* and *academic* task activities', 'the *adaptive* process of assessing phenomena as *practical* based upon *utility value*', and 'the rewarding onus of *self-directed activity*'. Responding to the recommendation by Strauss and Corbin (1998) to limit this stage of analysis to only one central phenomenon, I conducted additional analyses that led me to determine *self-directed activity* to be the most inclusively integrative of the three phenomena, and yet a focus of its own, and as a consequence selected it as the single theme around which to construct my final analysis.

4.5.4 Causal conditions profile

As a further step toward revealing the influences of the ALE on student perceptions and engagement propensities, I constructed a profile of the *external causal conditions* presented

by the ALE at the outset of the course, which included select *formative* perceptions inherent in the PVEM+ group individuals. I did this by using NVivo to examine coded instances in the data set for the *internal* and *external* factors demonstrated throughout the study to be associated with structural elements in the two LEs (JSLE & ALE) as well as by examining correlative BD and PV analyses results. Figures 16 and 17 provide graphic renditions of the skeletal structure of both LEs regarding these *internal* and *external* factors and will form the reference points for a summary explanation of these causal conditions. I begin the profile by presenting an outline explanation of the *formative external* causal conditions associated with JSLEs—considered *formative* in that they were developed pre-ALE experience—that inform generalized Japanese university student perceptions toward learning goals and performance strategies. This is followed by an outline description of the *initial external* causal conditions presented by the ALE at the outset of the activity. My intention in presenting the two perspectives is to provide an overview of the conditions that, once merged, precipitated a range of adaptive changes in the students. The subsequent section, *Factor interrelationships, strategies, actions and interactions*, will provide an analysis of that intermixture and its outcomes.

4.5.4.1 *Formative* causal conditions

Students entering the ALE were not empty vessels. That they were capable of entering the university demonstrated at the very least an above average level of competency within the JSLE paradigm and could be reliably assumed to have well-established perceptions about task goals, content, learning strategies, engagement and performance—and their utility value, developed through 6 years of highly structured recursive JSLE learning experiences (Fig. 16). It is important to note once again, for reasons that will be explained below, that an overwhelming majority (84%) of such students perceive their JSLE experiences to be of a

positive, practical nature. These *formative* perceptions make up one aspect of the *causal conditions* influencing students in the study as they began their ALE experiences. The five *formative* perceptual factors—**a, b, c, d, e**—are summarized below.

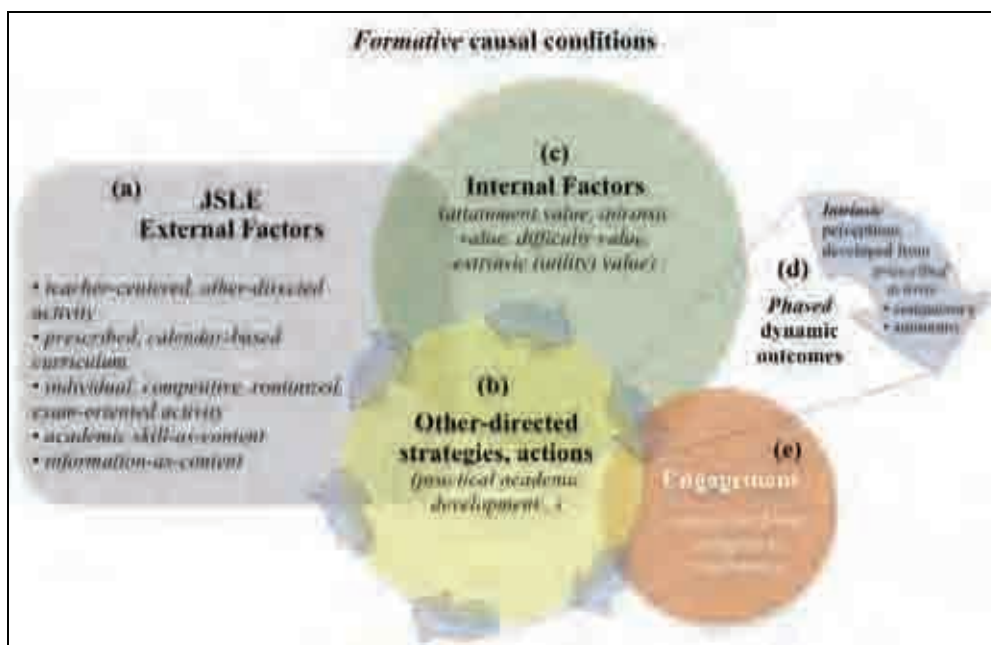


Figure 16: Formative causal conditions

Pre-ALE student perceptions and expectations about LE task and content are highly conditioned by (a) JSLE ‘traditional’ objectivist pedagogy in which prescribed tasks and content are predominantly related to exam-proficiency goals and learning activities are inclined to individual-focused competition. Students perceive the *utility value* of the content that this LE has to offer (b) (*the focused development of practical academic skills necessary to function in such learning environments—the primary goal of which is the preparation of the individual for further stages in secondary education as well as the eventual entrance into tertiary education*) as practical and acquiesce to the *extrinsic* nature (*external personal locus of causality*) of the LE’s goals and tasks. This acquiescence to practicality, indicated by engagement in LE tasks, implies a level of endorsement of the LE and therefore values associated with it. This endorsement induces in students an *intrinsically* rewarding perception

of *autonomy*. Competencies (c) and rewards developed from activities induce further perceptions of intrinsic valuation (d) of tasks and actions related to their execution and results, which in turn positively influence motivation and engagement (e). The prescribed, goal-oriented structure and the practical, challenging, goal-oriented material, routine activities and evaluation system combine to produce results that allow students to reliably meet phased goals in the curriculum and as such induce a positive perception of the LE as a ‘meaningful’ system in the larger scheme of the students’ lives. While perceived as a practical, doable LE within which to progress through the education system, it is not without student-perceived shortcomings. Once competency for performing the activities—initially perceived as challenging and intrinsically rewarding—is attained, there is a tendency to perceive the activities as a mechanistic, perfunctorily routine and obligatory means to progress through the curriculum (d), which limits the dynamic nature of intrinsic reward. Exacerbating this weakened dynamic further are negative student perceptions related to their lack of control over the nature of learning materials and activities. The lack of control over material and activity choice, or time on topic further induces student perceptions that the LE is mechanistic and inattentive to their more personal developmental inclinations or interests. As an apparent counter-balance to these negative perceptions, student effort is focused on the development of non-academic social relationships, which are perceived as more intrinsically rewarding than studying and which are perceived to make overall JSLE experiences more palatable. In summary, general student perceptions of JSLEs are that in the particular context they possess high *utility value*, provide meaningful activity, result in increased competencies, and are at least initially a source of autonomous, intrinsically rewarding activity. However, over time they are perceived as mechanistic, obligatorily engaging and relatively indifferent to the naturally-perceived developmental abilities or inclinations of students. Personal relationships

developed as a means of counterbalancing these negative perceptions are perceived to be more *intrinsically* rewarding than studying. However, the perceived utility value of academic factors remains preeminent.

4.5.4.2 *Initial ALE causal conditions*

The *external* factors of the ALE (Fig. 17) confronting students as they began the course derive from a learning environment markedly different from the JSLEs they were accustomed to performing in. The *initial* causal conditions of the ALE that students confronted consisted in general of 5 external factors—**a, b, c, d, e**—which will be outlined below.

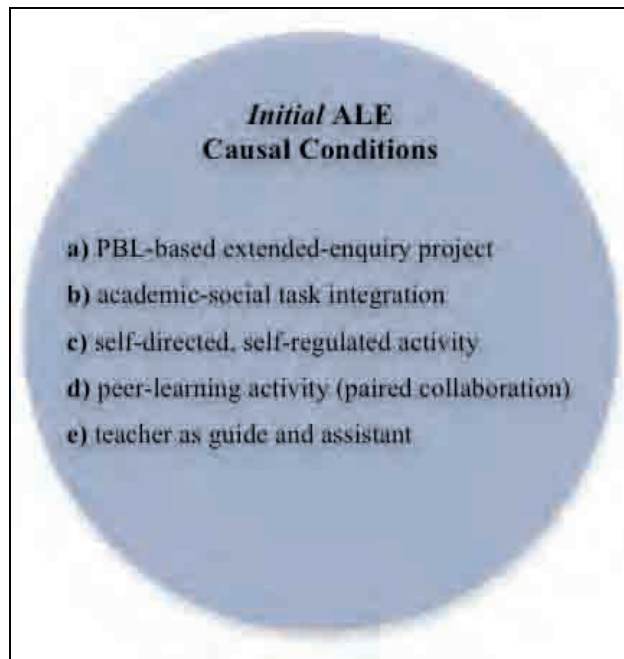


Figure 17: *Initial ALE causal conditions*

The ALE course activity and content were predicated upon the development of a semester-long (a) Project-based learning task (white paper), which integrated academic and social development (b) through (c) *self-directed* and *self-regulated* (d) paired collaboration (*peer learning*). The (e) role of the teacher was as guide and assistant. Figure 18 provides a summary graphic of the *external* causal conditions (*formative LE perceptions + initial ALE*

conditions) present at the outset of student activity in the study. Due to the variant structure of these LEs, it is evident that students conditioned by JSLEs would experience a mismatch of expectations and skills at the onset of their participation in an ALE.

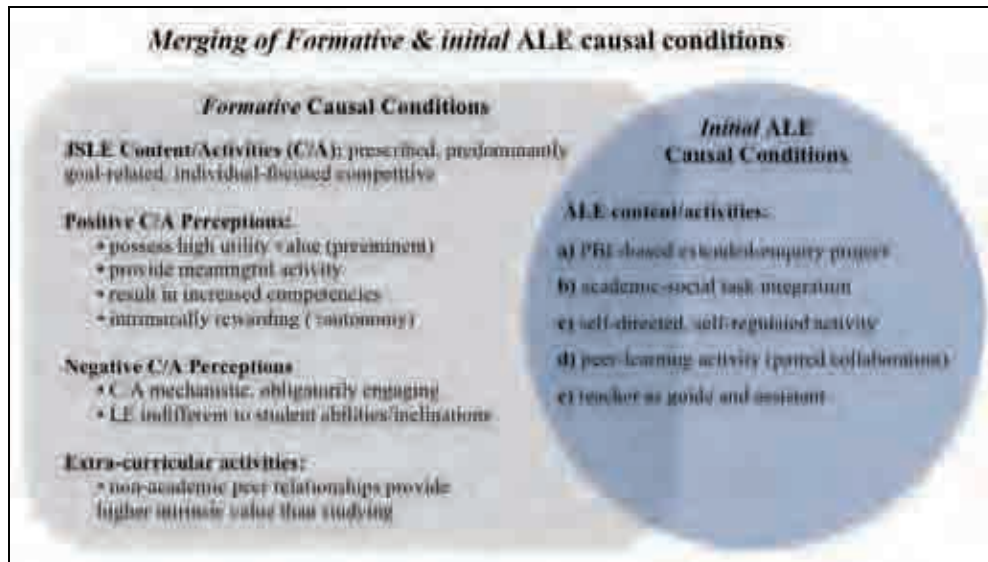


Figure 18: Merging of formative and initial ALE causal conditions

Analyses of data (pp. 78, 124) coded at *causal conditions* revealed the existence of three prevalent themes: ‘The influential role of *academic-social integration* in student activity and development,’ ‘the effect the *practicality and utility value* assessment of LE elements has on student activity,’ and ‘the influence that *self-directed activity* has on student engagement.’ Of the three, only the *utility value* theme shares a level of directly apparent commonality among both LEs, with ALE academic-social integration and self-directed activity having no significant conceptual correlatives in JSLEs. Simple reductive logic appears to make *utility value* the natural choice for a central comparative theme, and it is to a degree. However, the ALE concept of *self-directed activity*, which enables students to make an expansive range of ‘choices’, alters this consideration. In JSLEs, students are presented with a ‘6-year content package’ that they acquiesce to because of the *utility value* they associate with it. However, because of the nature of the JSLE curriculum, students perceive their activity in it as having

an *external personal locus of causality*. In actuality, they resign themselves to the LE rather than ‘choose’ it, but because of its *utility value* their acquiescence to it is perceived as a positive choice for their future development and for a time, as will be discussed below, they maintain *dynamic* engagement in it. The ALE also presents students with a ‘package’ that they acquiesce to because of the *utility value* they associate with it. The *initial* acquiescence is also one of resignation to an institution’s curriculum (required versus elective). However, once students in the ALE determine the *utility value* of its ‘content’—*the integrated development of both objective and social skills and knowledge through their self-directed active control*—they perceive their actions in the ALE as having an *internal personal locus of causality*. Once participation in the ALE begins, their assessment of its *utility value* (based on a changed personal locus of causality) results in a *continually maintained* dynamic engagement in the LE. In a sense, then, JSLE and ALE content have an equally high utility valuation for students but for very different reasons related to perceptions about the *locus of causality* in the LE’s goals, content and activities. The reason, then, why I chose ‘self-directed activity’ as the central theme of the final phase of analysis is because of its paramount integration with all aspects of the ALE that influence student action, development and engagement (e.g., project, peer learning, self-regulation, teacher), thus informing a more comprehensive understanding of student perceptions of the ALE and their engagement in it.

With a textual- and visual-based summary profile of initial casual conditions established, the following section offers a selection of specific factor interrelationships (*causal* and *intervening conditions*) key to the central theme and discusses the *strategies, actions* and *interactions* that students utilized to mediate them as well as the results of these actions.

4.5.5 Factor interrelationships, strategies, actions and interactions

A multitude of factor interrelationships presented themselves to students as they participated in the ALE, resulting in the development of a variety of strategies, actions and interactions to mediate them. I have arranged the discussion of them into two interconnected sections: an *initial phase* of factor interrelationships and an *ongoing phase*.

4.5.5.1 Initial phase

From student processing of the introduction to the ALE course on the first day and participating in the first activities, choosing their partner and topic, *external* and *internal* factors associated with the two LEs (Fig. 18) exhibited an influence on their perceptions and actions. Student data do not record these two initial activities, but my journal entry recounts the atmosphere evident in the classroom as students realized having the freedom and responsibility to choose their topic and partner:

A few *uso's* (no way) and a scattering of *muri's* (impossible) muttered during the packet handout and project introduction. Kept up a continual stream of positive 'you can do it' and 'think about it as experience for your future' commentary. Have to be honest, I was a little panicky. I felt as though I was pushing against a negative tide with a lot of fluffy positive teacher-cajoling. But once students started to feel free to get up and get next to chosen partners, things started to become kind of fluid and the mood changed...After they settled into choosing their topics, I almost felt un-needed. I walked around and it was almost as if I weren't there. They were so intensely into it. I almost fell off my chair when Taiko asked if it was 'okay' to do her report on the aging society in Japan (Michael_TJ#3).

As the students' immediate, active engagement in partner and topic choice activities made evident to me, the unfamiliar structure of the ALE by no means incapacitated them or put them off the task even though it was obviously perceived as challenging by them. If anything,

the requirement for *active* (self-directed) rather than *passive* participation appeared to have an energizing effect that positively influenced their engagement. Working backward from the numerous correlative references and examples in the collected data about task and self-perceptions allows for a plausible reconstruction of a general range and sequence of factor interactions and perceptions likely to have occurred during these two initial activities. While this perspective is a reconstruction, the sources from which it is generated allow it to serve as a reliable foundation to inform subsequent discussions of reactions to ongoing course activity.

With regard to the course, three key considerations can be expected to have presented themselves simultaneously for students on the first day: 1) They had to take in the novel and formidable nature of the semester-long task; 2) They had to choose a partner with which to accomplish this task; and, 3) They had to choose a topic to explore and develop that fit within the project parameters. Figure 19 provides a simplified illustration of initial *internal* and *external* factor interactions at this point.

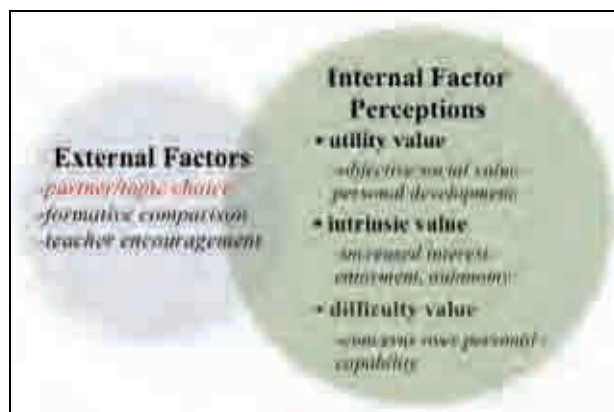


Figure 19: Partner & Topic choice internal and external factors mix

It is impossible to gauge how completely students grasped the task on the first day, or whether they adjusted or adapted to it over a longer period. However, that all students chose partners and topics within the first class session, with only minor topic adjustments made in the

following class session, reveals at least a basic level of comprehension about the project. One strategy students would have likely employed as a reaction to being tasked to interact with a new, required curriculum, would have been to assess the *utility value* of the task goals and activities and begin the formulation of perspectives about it. Comments pertaining to ‘choice’, discussed in detail below, make it likely that being able to choose their semester-long partner and topic, both novel activities, would have presented some degree of intimidation but would have also had a generally positive influence on their personal incentive to accomplish these two tasks. My observations about classroom activity revealed that most of the students selected their partner (seatmate) quickly. This can likely be attributed to the lack of a classroom seating chart, which allowed for previously-established friends to already be in close proximity of each other. Those who were not already in close proximity took this opportunity to move and be close to one another. None of the data showed that students considered skill level as a prerequisite for partner choice, and it remains an unknown whether they in fact considered it or not. However, later data does indicate skill level (their own and their partner’s) to have played a significant role in their capabilities to manage collaborative efforts, which in turn influenced their perceptions of these capabilities and efforts. Barring the possibility of extreme partner apathy or an overly dominant partner, choosing a topic would have necessitated a level of collaboration to first clarify the task parameters, if necessary, and then to reach a consensus on a topic, the latter an act that likely would have taken into consideration, openly or privately, individual skills or interests (which may or may not have led to the compromising of one or both partner’s self-interests). But again, whether this was actually the case or not remains unknown. Comments in the data only show that this task was ‘hard.’ Based upon later reported comments about choice-making in the course, the novelty of this first set of *choices* was likely to have been initially perceived as both exhilarating and

perplexing but eventually *intrinsically rewarding* on several levels: It gave students a sense of control over choosing a workmate, a sense of control over choosing a topic they were personally interested in exploring, and an opportunity to challenge [the development of] their academic and social abilities to accomplish what was perceived to be imposing, unfamiliar task. Positive perceptions of *autonomy* and *relatedness* generated from these initial self-directed actions could be expected to have produced an elevated amount of *intrinsic motivation* that in turn would have energized the *incipient* cycle of dynamic self-driven student engagement (Fig. 20) expected to form from such activities.

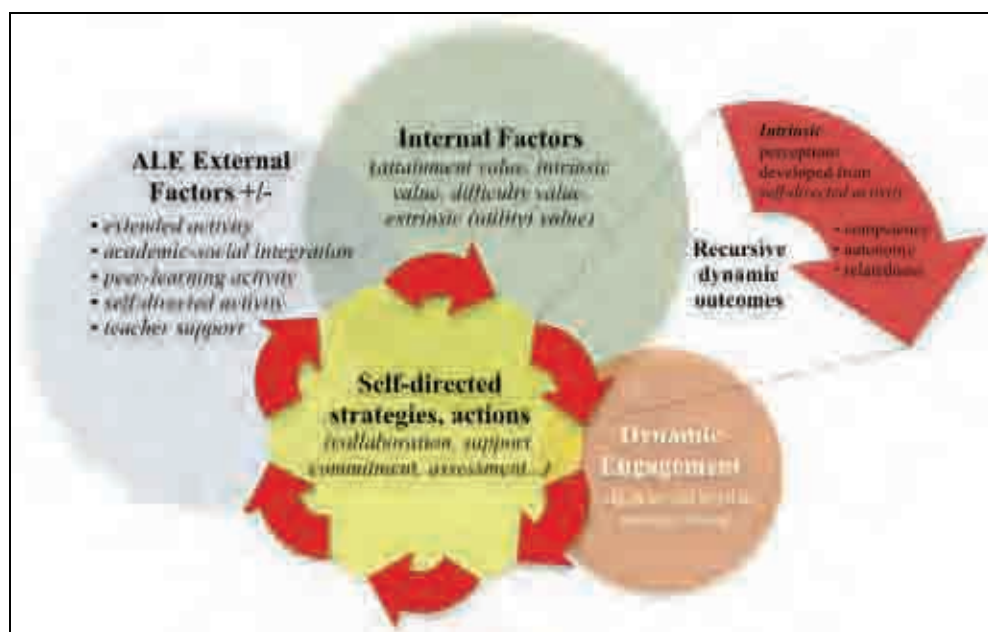


Figure 20: ALE causal conditions

Questions about how *competent* they perceived themselves to be to carry out the task, on the other hand, would likely have produced more mixed reactions; for example, doubt and concern over the ability to undertake such a large self-directed and collaboration-oriented task as well as questions about the ability to maintain personal motivation to meet such a challenge. However, these considerations, as is supported by related student commentary provided below, would likely have been ameliorated to some degree by the extended nature of the collaborative task. In summary, the nature of the task presented students with several

specific challenges, most of which would present themselves as unremitting in nature: a) Assessing the *utility value* of the multi-dimensional self-directed task; b) Considering how personal *interests* and *competencies* might affect self and partner actions and the overall undertaking; c) Devising and performing techniques for developing consensus with others; and, d) Reflecting on how the outcomes of strategies and actions impact project and self-development.

I believe that this brief perspective of reactions, adaptive strategies and actions/interactions and resulting outcomes, though arrived at through an interpreted reconstruction, represents a plausible perspective of core *recursive* internal and external causal-condition interactions from which student-perceived changes and development in the ALE derive, with, I believe, *self-directed action* as the key animating element. The analysis of the data below will show that the structure and results of the ALE activities combine to produce an autonomy-supportive environment that nurtures the development of *intrinsic motivation*. And that furthermore, the resultant increase of self-esteem and achievement from such activities sustains a positive tone and higher level of effort, as one student's comments indicate: "My motivation is very increased. So increasing motivation is concentrated in this class, so classroom atmosphere is very good for me. My peers, my friends have same thinking as me" (Kazuya_IS#77).

As was mentioned before, this analysis is not able to represent an actual time-referenced longitudinal progression of student perceptual changes or engagement propensities. Instead, the use of student comments, examples and data are employed to create a composite

perspective of key interrelationships among *internal* and *external* factors, strategies used, actions/interactions, and their consequences (*competencies*, *autonomy*, and *relatedness*) that together reflect or promote student perceptual changes and engagement.

4.5.5.2 Ongoing phase

Beyond the initial phase, the analysis of the interrelationships and actions/interactions that occurred during the ongoing phase of the self-directed development of student social and objective skills and knowledge is extraordinarily interwoven and complex and impossible to render in a traditional linear narrative. To construct a well-founded composite perspective of student perceptions of and engagement in factors related to their development, I will arrange the discussion around student responses to and perceptions of the 4 *external* elements of the ALE (project, peer learning, self-regulation and teacher). This discussion will focus on the relationships between *self-directed activity* and the formation of *intrinsically* important perceptions of *competency*, *autonomy* and *relatedness*, but of necessity will also address *extrinsic* factors such as perceptions of *utility* and *difficulty*.

Project

As the framing entity for all student activities, the ALE course and collaborative projects were the primary extrinsic bedrock on which student experiences developed and is where a discussion of their influences should properly begin. Participating in this type of a course was a novel experience for all of the participants. While 3 of the 11 PVEM+ students had lived abroad in Western countries and experienced non-traditional-styled education there, none of them had experienced a focused, extended collaborative project such as that which was offered in the ALE course. This student comment about participation in the ALE, “I think

that this kind of learning experience was an entirely new attempt for us" (Chiaki_PA#4), echoes the prevalently expressed perception among students that the ALE course was a very different educational undertaking in their lives, implying a comparison with formative JSLE experiences. As was described above, JSLEs are in general structured so that students receive information from the instructor or texts, a system students perceive to be beneficial for academic development but one requiring *passive* student participation. The ALE, on the other hand, required that students develop their information collaboratively from sources of their own choosing, a system students perceived to be beneficial for both academic and social development and which required *active* participation. Noriko expresses her thoughts about one of these benefits, 'thinking skills', when explaining why she believes that ALE experiences are better than traditional-type course activities:

I think we need to think by ourselves. [Traditional] Classes which I have experienced were easy. Because it was ok to just hear teachers' information. These classes are easy, but an ability of thinking may not develop. This kind of learning experience[ALE] is a very active class. I talked with a lot of people, thought by myself, searched by myself, and improved my skills. So I think this activity is very important for me. (Noriko_PA#13).

Takao's similar comments extend this concept of *active self-directed* involvement when he refers to the positive benefits he perceives *active* experience may have on his overall learning attitude:

But other CE class is receiving teachers' teaching, but this class we had to do everything (researching, making sentences, and making own report). So our own activities are the most important for this class. And they may be able to give me good influences and active attitude (Takao_PA#13).

Perceiving themselves as *active, self-directed* rather than *passive* students signified other similarly meaningful self-developmental attributes as Chiaki's and Hiroko's comments relating to their development into 'adults' indicate: "MALL courses make us responsible and we must do duty all. So we can become adults, as now we don't have common sense" (Chiaki_PA#6), and, "Everything [in the ALE] is my responsibility and nobody helps me. I am an adult now, I need to be treated as an adult" (Hiroko_P#4). Such comments, while perhaps not completely accurate, reveal that active, self-directed participation requiring active thinking, though perceived as difficult as will be discussed below, produces intrinsically rewarding perceptions of *autonomy* and *competency*.

As I mentioned above, the relationship between student perceptions about the ability to make choices in the course (*self-directed activity*) and their 'interest' and 'engagement' in course topics and activities appears to me to be one of the most integral aspects of the ALE. Naoko summarizes rather matter-of-factly a general student sentiment evident in many comments about the benefit the act of 'choice' confers on their interests and motivation: "Yeah, choice is important because I want to do a report that I'm interested in. If I don't have a chance to choose something I'm interested in I don't have the motivation to do it" (Naoko_IP#58). She explains further that in 'traditional' courses without the opportunity of choice "...effort becomes an obligation...and the grade at the end is kind of empty," and that such effort only proves to the teacher that the students have processed the information (Naoko_IP#64). But when asked what the ALE white-paper report 'proves to the teacher' she replies, "The importance of making

the report myself, my independence, how well I can do something” (Naoko_IP#73). Noriko believes that the ALE report developed through self-directed activities ‘proves to the instructor’ (presumably through some form of evaluation) her ability to personally challenge and self-direct her self-development, which, like the comments above, I believe implies the importance she places on the development of ‘adult’ behavior and skills. Kazuya comments (I#99ff) about ‘effort’ in ‘traditional-style’ courses expand on this point. He explains that he thinks ‘traditional-style’ courses require more of a perfunctory effort, which he believes is relatively easy once the LE routine is mastered, but which in the end is *intrinsically* less satisfying than effort expended in the ALE. Kazuya appears to be saying that the ALE requires an ‘active effort’ from him that challenges personal, critical abilities to process his chosen topic; and that furthermore, the feeling that *active* effort produces creates an *intrinsically* positive, supportive atmosphere for not only himself but also among his peers:

It’s hard. Hard style is challenging so researching, thinking, peers interacting is very enjoyable. Increasing motivation is concentrated in this class, so classroom atmosphere is very good. My friends, my peers have same thinking as me (Kazuya_IP#102).

In the ALE project, students perceive as rewarding the opportunity to think deeply about a personally chosen topic and develop and express their opinions about it as Noriko says, “I can know about [my] topic deeply and [I can make my] opinion” (Noriko_IP#220, *emphasis added*). Ai mentions that the absence of tests in the ALE allows her to concentrate on researching her chosen topic so that, “I can show my mind” (Ai_IP#15). These and other comments show that in the student perceptions about the relationship between ‘choice’ and ‘interest’ the concept of ‘interest’ possesses a more

significant cachet. Having a choice implies the *exercise* of ‘interest’, the unleashing of ‘curiosity’, the experimentation with and development of ‘opinion’, the expression of a developing ‘adult self’, all of which are perceived as ‘enjoyable’ even in light of the difficulties of the tasks to which they are associated. In a sense, ‘interest’ born of *choice* in the ALE project is shown here to be a powerful key to *intrinsic valuation* and personal engagement, an observation supported by various research associated with Deci & Ryan’s Self-determination Theory (see for example, Deci & Ryan, 2002; Vansteenkiste, et al., 2004). Interest and engagement predicated on these elements contrasts markedly with that predicated on *extrinsic* separable consequences such as tests, scores or grades exhibit.

As I mentioned earlier, student assessment about the short- and long-term *utility value* of the course activities formed an integral perceptual starting point from which their activities in both their JSLEs and the ALE emerged. It is impossible to determine exactly when the long-term *utility value* of the project had become a central motivating issue for them. Perhaps it occurred as early as the first activity, but certainly by the end of the first project when they recorded their perceptions about it in the 5-item questionnaire, for example: “So, an experience by doing class is useful for us to use English after we graduate and work at a company” (Ai_EP#4), and “And the reasons I valued researching is I know I need to have a skill to choose the best information and gather them” (Hiroko_EP#10), and “I think this experience is good because I learned many things. For example, English, research, working together, layout, and so on. I could struggle with languages, ideas, and tasks. Those experiences are very useful for me...not only now but

also in the future” (Tomomi_EP#4). While these comments express important perceptions about both objective and social skills’ *utility* and *attainment value*, I think what is most interesting and important about them is their indication of *a willingness to act* in this environment, which was evidenced very early on in the course by students’ visibly active, self-directed activity. A significant number of comments about the project (ALE) exhibit a level of praise or a rallying cry for the practicality it offers, some very directly so:

I think our school should change the style of class. I think they should increase the doing class [ALE]. Because I think to learn something needs to become an activity. It is necessary for studying to have interest (Ai_EP#13),

and

Universities are a place to study, not for playing. Now, many classes here are easy to get credits. I think this system is wrong. We students should know why we come to university and what we should do (Hiroko_EP#13).

I think this sense of *willingness* indicates students’ acceptance and endorsement of the ‘practical values’ inherent in the ALE, which I believe is responsible for the generation of perceptions of *autonomy* and *intrinsic motivation*, elements proven to contribute to the sustenance of dynamic student engagement (Vansteenkiste, et al., 2004).

Student comments show that their perceptions about learning and self-development associated with ALE experiences held strong emotional meaning for them. Kazuya perceived the learning experience itself as a kind of ‘knowledge’ that deeply affected him and his classmates saying,

This kind of learning experience is very important knowledge....We will not forget the knowledge of this learning experience. In other class, we were submissive. So this kind of learning experience is treasure that

people overcoming difficulty and achieving this activity can get. *We had to learn the skills of learning from experience* (Kazuya_PA#4, *emphasis added*).

Ai expresses this sense of personal investiture differently but in equally moving terms when explaining how as a result of the ALE her report was imbued with ‘a part of herself’. She claims that a fundamental aspect of her is in her report, “my opinion or view of thinking. How much I love the stage or stage drama” (Ai_PA#198). What these comments indicate yet again is the high degree of importance students place on results produced from self-chosen topics and self-directed development in the project. Their importance lies in what they indicate about the students themselves, their personal, actively engaged interest in their own maturation into thinking adults.

Regarding the *difficulty* of the course or the course project, the few occurrences of negative perceptions in the data concerned ALE factors that while difficult nonetheless were perceived as producing a positive benefit for the students, for example, “I can struggle with languages, ideas and tasks. Those experiences are very useful for me” (Tomomi_DP4). Kazuya echoes this point when discussing the difficulties and benefits associated with developing his own material (versus passively receiving it from an instructor), “[In a lecture class] I don't feel good or enjoyable because I don't research the information by myself” (Kazuya_DP#79). I think it would be naïve to assume that none of the students in the course harbored any aversion for the course structure or PBL project. The fact that no openly disparaging comments about either the ALE or traditional learning environments were found in the data could mean two things: Either students feared to record such feelings for whatever reason (e.g., evaluation, modesty) or that their comments about the course/project went beyond

impetuous emotive responses and instead reflected more considered and sincere reactions. The inability to ascertain this is one of the clear limitations inherent in self-reported data.

The self-directed, active nature of the ALE project, then, allowed students repeated opportunities to compare LEs and to reflect on the type of benefits they attribute to both of them. The major point of difference between the LEs, self-directed behavior (including choice), allowed for *intrinsic* self-interest to play a role in the development of both objective and social skills and knowledge as well as *active* versus *passive* student learning behavior, which resulted in perceptions of developed *competency*, *relatedness* and *autonomy* leading in turn to the further development of *intrinsic motivation* and increased propensity to engage in project activities.

Peer learning

As was mentioned above, the *collaborative* nature of the projects provided a [*peer-learning*] framework for most if not all of the course activities. It is not surprising, then, the marked impact it was perceived to have had on the quality and depth of the students' perceived objective and social skills and knowledge development. In essence, the results of peer-learning activities provided students with a rich source of *intrinsic motivation* that sustained their active engagement in the various activities of the course. As such, the degree to which *peer learning* was perceived by students as fundamentally important to the successful completion of the task and the development of competencies and awareness can not be understated. There were several key ways that students perceived *peer learning* as a contributory factor in the ALE: *Peer learning* allowed for improved white-paper report quality; *Peer learning* allowed for the development of an awareness of the integral nature of

objective and social skills and knowledge co-development; and, *Peer learning* allowed for a kind of intrinsic bootstrapping to emerge from student development.

Peer learning was of critical importance to most students regarding not only their capacity to complete the reports, “If I did this project by myself, I couldn’t finish it. Because I wrote it with a partner, I could finish it” (Miho_D-PL#7), but of the quality of the reports as well, “I exchanged my partner’s opinion and we shared our skills with each other. Those things improved the quality of our reports” (Ai_D-PL#8), and, “We must cooperate with our own partner and we also must talk, because if we didn’t talk the report would not be good” (Hiroko_A-PL#4). Without ongoing communication and collaboration, the development of meaningfully whole *organic content* was impossible as two students realized after they divided the project task evenly between themselves and worked separately to complete their sections. When they brought their sections together near the end of the course they were at a loss after realizing the incongruity of their separate (*inorganic*) section contents. Asked why they took that approach, Noriko responded, “Eh?! Why?! Because it’s the best way! It’s faster and easier!” (Noriko_D-PL#35). She later conceded that through experience she realized, “But it’s not right.” Opting for the strategy of expeditious *cooperation* over more difficult and demanding *collaboration* resulted in a last-minute dilemma for these students, but the situation also created a productive ‘learning moment’ for them from which they re-directed their efforts and made attempts to revise their project report. Each of these statements imply perceptions of *confidence* or *competency*, with the negative perceptions having been ameliorated by aspects of collaborative interaction.

Furthermore, that there were far more instances of ‘getting support’ than ‘giving support’ recorded in the data indicates not only an emphasis on ‘peer reliance’ but the perceived lack of *ability* or *confidence* in student self-directed activity.

The ongoing exchange of information resulted in the development of project reports consisting of *organic content* (developed as a result of collaborative deliberation). The self-directed collaborative actions that produced such content also allowed for the development of an awareness about a unique aspect of those exchanges, that the effective development of objective and social skills and knowledge is integrative in nature. Hiroko and Miho’s comments illustrate this point:

I have learned that working with my partner is difficult. Each person has different thinking and sometimes it causes conflict situation. But when we overcome this, a good project is made (Hiroko_PL#16),

and,

So if my partner and I could not have a good communication, this project didn’t go well. I think cooperation is very important. If I had to do everything to create this project, I could not do it. I could learn about the importance of a peer (Miho_PL#10).

Both Hiroko’s and Miho’s comments reveal what many others’ comments did as well, that students perceived that the ongoing collaborative efforts allowed them to develop an awareness about the interwoven nature of social and objective skills and knowledge development, an awareness that in order to ensure the smooth development of a quality project between multiple individuals it is essential to develop and practice effectual social skills. As has been established, contexts which allow for the development and use such skills engender perceptions of *relatedness* among participants (Baumeister & Leary, 1995).

Relatedness, the universal human predilection to interact with or be connected to others, I think, is somewhat different from *appreciation*, which students more clearly expressed as ‘gratefulness’ for the amount and quality of support they could get from their peers. In contrast to *competence* and *autonomy*, which are directly associated with the sustenance of *intrinsic motivation*, *relatedness* provides conditions that make the expression of *intrinsic motivation* both more likely and robust. A direct result of the ALE structure that integrates social and academic skills and knowledge development, I believe that this awareness indirectly contributed to the maintenance of student dynamic engagement.

Peer learning allowed some individuals to develop a kind of intrinsically rewarding bootstrapping strategy for reinforcing concepts learned in the course of their research as Takao’s comments illustrate when explaining his technique for mentoring his peers: “So , when I teach them I study from them. Teaching them, teaching something gives me good influence. Once I learn something, next I teach something. I learn twice” (Takao_AS#75). This technique of recycling learned concepts through peer assistance as a means of reinforcing the retention of the concepts, is the exception among the selected *peer-learning* comments presented here. However, each of the comments presented above, including Takao’s, references an instance where the use of ‘social skills and knowledge’ is perceived to have facilitated the *attainment* of ‘objective skills and knowledge’, which in turn results in the increase of intrinsically rewarding *competency*, *confidence* and *relatedness*. Furthermore, while the ALE cannot be said to be entirely responsible for the development of such strategies, it can be claimed that its makeup was conducive to their emergence as such strategies are not often associated with JSLE activities.

Self-regulation

As was mentioned above, *self-regulation*, or its synonymic equivalent, *self-directed activity*, is integral to the formation of student perception, action and development in the ALE and as such forms the main axis around which this third phase of analysis revolves. Because of their closely interrelated nature in this study, it is difficult to talk about *self-directed activity* without also discussing aspects of *peer learning* and vice versa. The previous section on *peer learning* focused on how strategies employed to deal with its novel nature and the perceived benefits derived from them combined to further sustain student engagement in self-directed activities focused on self-development. This section will examine perceptions of *self-directed action* that developed as a result of the requirements of *peer learning*, focusing on perceptions related to task activities and time management. I also discovered that when examining *self-directed activity* in connection with *peer learning*, it is necessary to consider how perceptions of *responsibility* and *commitment* to others affects personal control over *choice* and *action*.

As was mentioned above, students expend considerable effort engaging in their JSLEs and that these experiences condition them to be relatively passive recipients of other-directed input and reliant on teacher-controlled content and activities. The self-directed, collaborative nature of the ALE activities, however, presented students with a significantly different set of learning tasks. I had anticipated that some problems might occur for the students as they participated in activities that possessed a more *internal personal locus of causality*. In an effort to address this, one of the points I repeated during my introduction to the course and project (and throughout the course) was the importance of students actively dealing with project time management and task sharing. One of my journal entries records how I perceived that these comments were taken by the students as well as my concerns about the situation:

[regarding my continual coaxing of students to manage their time and efforts] I feel like my comments are just some kind of BGM (background music). They're just blindly forging ahead on this. Some of them are where I expect them to be, but many seem stuck in their own efforts, not dog paddling, but deeply focused on trying to 'get it right' whatever 'it' is. The time frame is too broad...begin the project in April and then we need to finish it by the end of class? Need some benchmarks (Michael_TJ#10-21).

I was worried that student actions indicated that they were overwhelmed with choices and that they might need significantly more structured teacher guidance to help them through the various tasks, which I felt might defeat the whole purpose of the ALE. What I discovered much later was that once self-interested development toward the two content goals (*objective and social skills and knowledge development*) was initiated, students had quickly and actively begun to utilize and adapt to a variety of strategies related to *self-regulation* (e.g., collaborative problem solving, support, time management) for the *attainment* of these goals. Examining the data, I can see *now* that their behaviors and perceptions for that time were indicative of their developmental stage of strategy adaptation or formation. Could some form of teacher help have supported this adaptation process without causing the formation of deleterious perceptions related to an *external locus of causality*? I believe so, but will leave a more inclusive discussion of this question to the next chapter.

One of the most significant observations that emerged from the analysis of their self-regulatory strategy use is that students in the ALE perceived themselves as *learning how to learn* in this LE as they worked toward the attainment of their goals. The data does not show how early this perception was formed, but it would have had to have been quite early as other early-mentioned self-developmental aspects (e.g., collaboration) are dependent upon its

development. What is implied in the awareness is the realization that their well-honed *formative* ‘routine’ skills were not entirely suitable for the ALE, an observation that Kazuya and Chiaki make about themselves and their partners: “So we had to learn the skills of learning from experience. Because of this heavy activity, my partner increased his experience” (Kazuya_DS#7), and “I could learn about how to learn by myself” (Chiaki_S#13). The significance of these comments is that they reveal that students were aware that they were not being *taught* how to learn in this new environment, that they were learning how to do it from their own effort and experiences, and, that they were capable of managing this aspect of their self-direction (to what degree clearly depends on the individual). In spite of their perceived difficulty, these aspects are reported as positive developmental experiences and as such are perceived as sources of *autonomy* and *intrinsic* reward that would have necessarily influenced student dynamic engagement.

In the ALE, perceptions of *self-regulation* were focused on a number of actions: choice, pace management, and maintaining collaborative communication. As was mentioned in the previous section on ‘project’, the capability of exercising *choice* had a direct and profound influence on student perceptions of *interest*, *engagement*, *attainment* and *intrinsic valuation* of activities. Hiroko’s comments underscore the importance of this for students:

This kind of learning experience is great because I can choose what I am interested in and work on my own speed. I am an adult now, I need to be treated as an adult. So this experience made me satisfied (Hiroko_P#4).

The capacity for ‘choice’, determining the *personal locus of causality* of the content and activities, enriches student interest, engagement and sense of intrinsic satisfaction. Having interest and being engaged are not enough on their own, however, students need a sense of

formulated direction toward which to channel those interests and effort. Having the opportunity to plan their project and efforts, as Kazuya points out, is yet another extension of choice-driven *self-regulated* behavior:

My partner and I had to research a lot of information and decide the process of this activity. This is very heavy for us because much time is needed. But we had forwardness and so we will not forget the knowledge of this learning experience. So this kind of learning experience is a treasure that people overcoming difficulty and achieving this activity can get (Kazuya_PL#4).

For students not accustomed to managing their own work pace in a course, the ALE presented and ongoing challenge as Noriko's comments show:

This was very difficult for me. I had to control myself to use time each week. I'm not good at using time. When working with my partner, I had to think about it. Working together took me to have more responsibilities because my failure became my partner's (Noriko_PL#8).

But developing strategies and actions to deal with this kind of challenge has its rewards as Naoko and Ai's comments reveal. Naoko, in responding to my observation that nearly everyone came to class every week in spite of my not taking formal attendance, said that it was because the project created a sense of freedom: "Freedom. Yeah. I think we think that finishing our report is more important than attendance (Naoko_PL#364). I think it would be naïve to believe that students forgot about attendance or grades in this class, but the indication that there was a [self-directed] shift away from the separable consequence of 'attendance' as the reason to come to class toward an intrinsic interest in engaging in one's topic is significant. The ongoing challenge of developing one's self-regulation had other rewards as Ai's comment reveals: "So pace, or how to do that, all of these things I choose and decide and

I think these activities make me ready for my future” (Ai_PL#336). Learning how to control one’s pace and make decisions has important utility value for future *adult* activities. But regulating choice and pace management in a peer-learning environment is different than doing so as an individual. The importance of maintaining communication in an ALE is an ongoing task. One aspect of collaboration is that both partners’ input must be considered, which imposes a degree of self-regulation on the individuals. They have to develop the task and its constituent ideas together. This is often a difficult undertaking for people but perhaps especially so for students accustomed to many years of developing ideas independently (in JSLEs). Miho and Hiroko’s comments on the perceived importance of communication relayed in an earlier section bear repeating here as they are representative of so many student comments in the data on this point: “So if my partner and I could not have a good communication, this project didn’t go well. So I think cooperation is very important. I could learn about the importance of a peer” (Miho_PL#10), and, “We must cooperate with our own partner and we also must talk, because if we didn’t talk our report would not be good” (Hiroko_PL#4). Student self-directed experience in the ALE allows them opportunities to learn how to overcome their aversion to pair work and embrace its values, which Naoko counsels for: “But we have to...we should exchange our opinions. It’s hard. It’s more difficult and takes more time, [but the writing is] better” (Naoko_PL#55).

A core aspect of self-directed self-development discussed throughout this analysis has been the development of ‘objective and social skills and knowledge’. In the ALE, students shared

opinions so that they could develop new concepts about topic content as well as the sharing activities themselves. As was pointed out in one of Ai's comments earlier, repeated here, these sharing activities allowed her the opportunity to develop her own 'adulthood': "But I grew up, I have to think for myself, so these activities are thinking by myself and sharing with my partner. So what is good and what is bad, I choose. I choose which one" (Ai_PL#318, *emphasis added*). 'Knowing' about something versus 'having an informed opinion' about something are quite different, and students associate the latter with adult-like behavior, which the ALE allows them to develop as Noriko's comments reveal:

I can get a lot of information from TV, newspapers, and so on. I can know about the news. But I just know about it. I didn't have my opinion. But in this class, of course we know about our topics deeply. I have to make my opinion deeply. I don't have a chance, an opportunity to make my opinion deeply in school and in my life. But this class gave me many thinking times to solve many problems. I like to think my opinion. I did, but it is difficult, but satisfying (Noriko_I#226).

Activities that allow for a more thorough development of personal opinions are perceived by these students to have high *utility value* in spite of their added.

I developed an intriguing insight about how some students perceived the relationship between *self-regulation* and *responsibility* and *commitment* as the second white-paper project began. As was mentioned previously, at the end of the first project most students reported having very positive experiences in the ALE with a very small number reporting being less enthused about the collaborative nature of the task than others. However, there were no reported cases of rebelling from the task itself, just some minor issues where personalities clashed. When the second project began, a few individuals approached me and asked permission to do the second

white-paper project on their own. Some of these individuals were unable to change partners because others were unwilling to give up their partners to accommodate them, and some individuals were ready to ‘raise the challenge’ for themselves and attempt completing the second white paper on their own. Though I had planned on everyone completing both projects collaboratively, I relented and allowed these few individuals to work alone. The unique observation regarding *self-regulation*, *responsibility* and *commitment* concerned the students who wanted to challenge the second project on their own as a form of personal testing. These students perceived the first project for what it was, a scaffolded task, however, they felt ready to abandon the scaffold for the second project. When asked about this in the interview, Takao explained his rationale, which I think is representative for the students who did the second white paper on their own:

Of course working with a partner makes a good report. Skills go up working with a partner, too, but I depend on my partner a little bit. Working only one, in my heart I like, I do more because I have more pressure. I have responsibility to self, and to make a good report. If I have a partner I don't challenge 100%. It's harder, more pressure, but I like it (Takao_PL#236).

This comment and others by Takao throughout these analyses show that he clearly understood the value of working with a partner and enjoyed doing so, but that with the second white-paper project he felt that he was ready to attempt it on his own. This *could* be interpreted as an individual ‘falling back’ on his JSLE-conditioned individual-style learning strategy, but I don’t think that it is. Aside from collaborating on the same topic with another partner, Takao (and the others) were fully engaged in near-peer collaborative activities in the classroom throughout the second project. I believe that they had assessed their gains from the first project and, keeping true to their self-development desires (*responsibility and commitment to self*), made the decision to raise the stakes of their academic development in spite of the added

difficulties involved. I believe that the data shows that students associate perceptions about *self-regulation* and the development of *responsibility* and *commitment* for one's partner as well as to one's self-development with highly valued intrinsically rewarding adult behavior and that such perceptions are developed as a result of self-directed participation in the ALE.

While the examples above illustrate student perceptions of *difficulty*, it is interesting to note that such difficulties are rarely presented as detrimental factors. A trend that emerged from the analysis is the consistent portrayal of the *difficult* aspects of the ALE as sources of rewarding subjective and objective *attainment* (in some cases to the point of relishing the struggle). I believe this indicates that although students assessed ALE elements as novel and difficult, the perceived practical knowledge that can be derived from them for personal development imbued them with high *utility* and *intrinsic value* which in turn positively influenced student satisfaction, effort and engagement in course work.

Teacher

Self-directed activity in the ALE, with its *internal personal locus of causality*, created not only a range of new opportunities for achievement and self-expression for students as noted above, but also a range of new responsibilities for them. As was explained in 3.4, in order to avail students with support without creating a 'traditional' teacher-presence in the classroom, I provided them with white-paper project packets consisting of what I thought at the time were simple, functional explanations, guides and models (see Appendices 1 & 2) from which my occasional group and individual oral explanations could be based. Aside from the white-paper project introduction and specific section and technique modeling, I did not spend a great deal of time 'in front' of the students in the classroom, instead I encouraged students to make

the best use of the ‘workshop’ environment as they could. Kazuya’s comments here indicate the kind of effect this had on their perceptions of the task: “We had to decide the process of this activity and to research a lot of information. My teacher only led a true direction” (Kazuya_S#13). Kazuya’s comments are uttered not as a complaint but more as a self-respecting observation. Miho’s perceptions about student and teacher roles in the ALE substantiate this point: “I think that it is important to struggle with English. If my teacher support all things for me, my English skills can’t be good well. So this class was very important” (Miho_S#4). One might assume that students conditioned to be reliant upon teacher input would be frustrated with a sudden lack of it, but the opposite appears to have been the case. There are two reasons for this, I think, and I believe they are interconnected. The first reason is that the ALE provided students with a welcomed opportunity to act independently and to problem solve and develop their own opinions as Takao’s comments, echoing those made by Kazuya and Miho previously, indicate: “I want to get a power of thinking. This class gave me many thinking times to solve many problems. I like to think my opinion” (Takao_T#19). The second reason is related to the unique nature of the relationship between teacher and student in the ALE classroom in which the teacher is perceived as more of a ‘personal on-call resource’ than an ‘insensitive figure’ who may expose a student’s foibles to edify a point to the larger class. Directly comparing his ALE and JSLE classroom-teacher experiences, Takao’s comments provide insight as to why teacher interaction in the ALE might be considered more comfortably supportive:

When I asked my [JSLE] teacher my question, teacher stood in front of the blackboard, so I sometimes hesitated to ask a question because student and teacher distance is not close. However, if I had a question [in

the ALE], I would ask the question easy in this class because teacher usually walk around us and help us (Takao_S#9).

Instead of longing for the ‘familiar’ dependence on teacher-led support for information dissemination and process direction, students seemed willingly engaged in a personally-directed challenge of self-generating materials and social and objective skills and knowledge, a process in which they control the ‘when’ and ‘why’ of teacher intervention. As Kazuya’s comments below indicate, the ALE presents students with a teacher-student situation that is not only designed to induce self-developmental control, but also a level of comfort due to private nature and personal control over the relationship, all of which are *intrinsically rewarding*:

I am happy to do activities in my pace. Then, I can concentrate on my activities because my teacher walks around the classroom and my teacher can tell us if our activities have a mistake or problem (Kazuya_S#10).

The teacher’s role in the ALE still appears to be perceived as ‘leader’, but more in the sense of a ‘mentor’ in recursive scaffolded interactions than as an omniscient purveyor of information.

It seems natural to assume that an increased focus on *self-directed activity* in ALEs would precipitate a reduced focus on the teacher, and the student comments above seem to indicate this being the case. However, a closer examination of student comments reveals an intriguingly different set of conditions.

Takao mentioned above his reluctance to ask questions in his JSLE classrooms out of concern of being exposed, “I sometimes hesitated to ask a question because

student and teacher distance is not close” (Takao_S#9). In this case, the ‘larger distance’ dissuaded him from asking questions. When asked in the interview to speculate as to what might lay behind such admirable student production from such a large class of self-directed individuals, Ai [while looking at the stack of finished white papers] blurted out, “The desire to look at me!” (Ai_T#380, *emphasis added*). In saying so, Ai did not mean ‘point me out and expose me’, rather she meant ‘recognize me’, ‘confirm my efforts’. By all indications, the construction of the white-paper report was an intense, personal undertaking, a first for most if not all of the students in the ALE. Ai explained,

[with] traditional teacher style learning, the meaning of learning is the result of an exam, but this style, MALL class, learning is for myself. I want to improve my English skills, so I study for myself (Ai_T#452).

As was mentioned above, the challenges put forth by self-directed self-development were perceived by many as allowing for attempts at being ‘adult.’ Ai’s comments seem to imply that she perceives the teacher’s responsibility in the ALE as providing confirmation for or recognition of attempts at self-directed self-development, in a sense *authenticating* student attempts at development, which is precisely the role one would expect of a mentor. Naoko’s comments, on the importance she placed on having the opportunity to share her thoughts with the teacher, help to underscore this point:

Unfortunately, I had few conversations with my teacher. I wanted to have more conversations, but I think I could give my opinions in my notebook [diary]. I think was very meaningful for me (Naoko_T#6).

Meaningful, I think, in that the opportunity to share or have her thoughts recognized or confirmed as those of a person who can be ‘taken seriously as a thinker’.

The teacher's role in the ALE appears, then, to actually be more pronounced than reduced, which on the surface appears somewhat counter-intuitive. Through the performance of recursive acts of recognition, guidance and confirmation, the teacher becomes a collaborator in the process of the student's very personal, self-directed self-development, with resulting student perceptions of (self-) competence, autonomy and relatedness generating further intrinsic rewards.

As the above analysis reveals, a variety of both positive and negative influences emanated from the many *internal* and *external* factors acting in concert on the students in the ALE. The view that emerged from my analysis of both the structure of the ALE and the results of its activities was that this structure and attendant phenomena led to the development of a rich, autonomy-supportive environment that nurtured the development of students' *intrinsic motivation*, which in turn positively influenced ongoing student engagement in ALE tasks. As was described in the *Causal conditions profile* (4.5.4), the JSLE-conditioned students in this study began the ALE course outfitted with a set of perceptions and learning strategies that they had every expectation and confidence would enable them to perform in their new ALE course. The ALE project however, because of its unfamiliar structure and demands, challenged this assumption from the very first day. The initial foray into the ALE, the 'partner' and 'topic choice' activities, introduced students to a novel, and to many intriguing, educational opportunity that differed in many ways from that provided in their more familiar traditional-style courses, and one that presented them with a variety of different academic and social demands that their JSLEs had not wholly prepared them for. To cope with and fulfill the ALE course/tasks and to fulfill their own expectations about their personal development necessitated that students, through *self-directed action*, adopt or develop a new range of

academic as well as social strategies and skills. It is my contention that doing so challenged and influenced their perceptions about LEs. Figure 21, a simplified variation of Figure 20 (p. 137), illustrates the *causal condition interaction matrix* from which I believe these developments emerged.

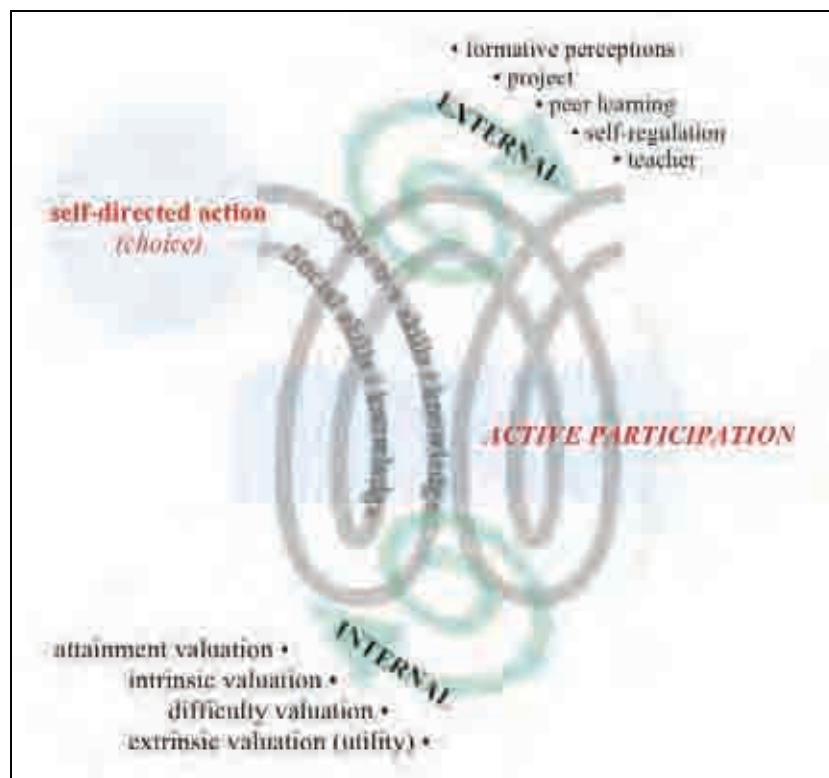


Figure 21: Causal condition interaction matrix

Self-directed activity without a purpose, however, is meaningless. Of course, one of the purposes for activity in the ALE was to complete the course, to get a grade, a point which several students readily admitted. However, a composite perspective of student perceptions about LEs and engagement propensities developed from an analysis of the data reveals that students had a much more involved purpose for their *self-directed activity* in the ALE than simply achieving a grade, one that points to a perception of the ALE as an extended forum within which to conduct an experimental inquiry into the expression of more adult-like behavior. This point will be taken up in the discussion of the research questions in Chapter 5.

4.6 Summary of Chapter 4

This section offers a summary of the developmental stages of the analysis offered in Chapter 4. Instruments and resultant data are provided in the Appendices.

Phase 1 of my analysis began with 8 *a priori* conceptual factors based upon a set of previously established *internal* and *external* factors demonstrated to both measure (as well as impact) individuals' perceived task values and engagement propensities. While proven metrics, the *a priori* conceptual code categories in their initial state proved unsuitable for direct analysis of the aggregate data, necessitating movement to a second phase of coding, the development of synonymic subordinate categories that established inferential links between the *a priori* concepts and correlative information in the data.

Phase 2 of the analysis consisted of a two-step process by which *a priori* definitional terminology were combined with QDAS search capabilities to identify relatable terms or themes in the aggregate data that could be utilized in further phases of code development and analysis. The first step of this process was the development of search strings that could be used to search the aggregate data for inferential expressions of superordinate code concepts. This process resulted in the development of the PVEM that was able to provide reliable word- or concept-frequency counts in the aggregate data, but was unable to provide adequate interpretations about qualitative aspects of student perceived values and engagement in the data. The second step was a more detailed open-coding analysis of the search string results and a final examination of node-matrix intersection results to refine this process. The node-matrix intersection searches produced a wealth of spreadsheet and graphic representations that were indispensable for developing an understanding of salient themes in the data. Previously

completed analyses of the Baseline and Perceived Values data had allowed for the identification of 3 salient themes in the aggregate data, and these were considered in the analysis of the matrix-intersection results. In order to provide a more satisfying synthesis of understanding about these several closely related elements and themes, I initiated a 3rd phase of analysis that utilized *axial-* and *selective-coding* techniques.

Phase 3 of the analysis resulted in a composite description of ALE *external* and individual *internal* factor influences on student perceptions and engagement. The analysis began by coding the PVEM+ data with the following axial-coding paradigm elements: 1) *causal conditions* consisting of the *internal* factors and *external* factors of the ALE and formative JSLEs; 2) *intervening conditions* that mediated strategies students used to address the phenomena; 3) *adaptive strategies* students utilized to address the phenomena in the ALE; 4) *actions/interactions* (mediated strategy results); 5) *consequences* consisting of the results of strategy-mediation, conditions-action/interaction processes. The *axial-coding* process led to a *selective coding* analysis of a single theme, *Self-directed activity*. This analysis, supported by previous analytical phase results, revealed a complex, recursive interaction of factor elements that stimulated individuals to adapt to differing structural demands of the ALE, which in turn resulted in adapted perceptions of LEs and of themselves as learners, as well as positively influencing their engagement propensities.

Chapter 5 consolidates the analyses in this chapter to provide findings, examine implications and offer recommendations related to this research.

CHAPTER 5: FINDINGS, IMPLICATIONS, RECOMMENDATIONS

5.1 Introduction

Chapter 1 of this module introduced the purpose and topic of this 3-module study, ‘an exploration of the effect of authentic learning environments on students’ perceived values and engagement.’ Providing a link between Module 2 and 3, Chapter 2 outlined salient concepts of the theoretical framework around which the study was designed and conducted. Chapter 3 provided a description of the various data collection methods, collected data and coding techniques utilized for exploring student perceived values and engagement in the ALE. Chapter 4 provided an exploration of the collected data through 3 phases of analyses. Phase 1 established that the 8 *a priori* conceptual *internal* and *external* factors that I had chosen to measure and analyze individuals’ perceived task values and engagement propensities were, in their initial state, ineffective for directly analyzing the aggregate data, which necessitated a second phase of analysis to clarify the boundaries of the factor terms as a means of adapting them to the study. Phase 2 consisted of the development of synonymic subordinate categories that established inferential links between the *a priori* concepts and correlative information in the data, which allowed for the identification of 3 salient themes in the aggregate data regarding student perceptions of the ALE and their engagement in it. In order to develop a more focused synthesis of phenomena related to these themes, a third phase of analysis was conducted. The *axial*- and *selective-coding* techniques utilized in Phase 3 resulted in the development of a composite perspective of *internal* and *external* factor influences on student perceptions and engagement in the ALE that focused on *self-directed activity* as the primary integrative phenomenon. This perspective provides several key insights into student perceptions of task values as well as conditions that are conducive for sustained student engagement in the ALE. A discussion of my 4 research questions in Chapter 5 brings together

the results of the three phases of analysis developed in Chapter 4 and provides a summary of my research findings. The findings provide a composite perspective of student perceptions about task values, and conditions that are conducive for sustained dynamic student engagement in an ALE. Chapter 5 concludes with a discussion of implications, recommendations for practice and further study, and concluding remarks.

5.2 Responding to the research questions

As was stated in Chapter 1, the overall goal of this study is the exploration of student perceptions about their learning environments and their participation in them as a result of participating in an ALE. This 3-module study focused on providing answers for 4 closely related research questions as a means of achieving this goal: 1) *Do authentic learning environments influence Japanese learners' perceived values about learning environments? If so, how and why?* 2) *Do authentic learning environments influence Japanese learners' perceived values about instructor and peer relationships? If so, how and why?* 3) *Do the values that Japanese learners ascribe to authentic learning environments influence their propensity for engagement? If so, how and why?* and 4) *How can an educator with an awareness of authentic instructional principles adjust engagement factors proactively?* Implications of the findings and recommendations for practice and further research are offered in subsequent sections.

5.2.1 *Do authentic learning environments influence Japanese learners' perceived values about learning environments? If so, how and why?*

Having observed the student responses to the course discussed in my pilot study (Module 1), I began this study with an assumption that the ALE would have *some* degree of both positive

and negative influence on the student perceptions about LEs. However, having not been conditioned by JSLEs in the manner that my students had been, I had neither an in depth concept of how strong these influences might be, nor a comprehensive understanding of the range and type of changes to their perceptions about LEs that might be precipitated by their participation in the ALE. The study confirmed my initial assumption that participation in the ALE did influence the Japanese learners' perceived values about learning environments in a number of important ways and to varying degrees, knowledge which added greatly to both my own and my students' understanding about these matters.

As a basic recursive aspect of existence, humans assess new conditions to determine their *value* in the scheme of their lives and act according to the results. The study data reveals that this is what occurred for students when exposed to the novel conditions of the ALE. The ALE offered students a novel and *intriguing* alternative approach to self-development—one that was significantly different from the type they were accustomed to participating in but which they could appreciate as having potential for the development of their goals. The key mediating strategy that students employed to come to this understanding, assessing the LE's goals and *utility value*, was already well-developed by them and had in fact been used when assessing their previous LEs, with the results of those evaluations informing their subsequent perceptions about and actions in those formative LEs. The intriguing point about the ALE that students rather quickly identified and valued highly was the *much closer* 'personal locus of causality' that was inherent in most if not all of the ALEs activities. I am not suggesting that students utilized such meta-terminology in their deliberations, rather they were able to reasonably conjecture from an assessment of the ALE opportunities and activities that they would enable a larger degree of self-control and self-expression. Activity that resulted from

this assessment, *active, self-interested engagement* in the ALE, initiated a process in which *intrinsic motivation* born of personally endorsed self-interested, self-directed, self-developmental activity facilitated the ongoing maintenance of *active* student engagement. Despite perceptions that the challenges presented by the ALE were laden with a variety of *difficulties*, the values students assessed for ALE activities and their results reveal that students perceived the ALE to be a highly appreciated type of *incubator*, replete with *nutrients* that induce *intrinsic motivation* (Deci & Ryan, 2002), within which to explore the development of their own academic and social capabilities in ways not afforded them in their JSLEs.

ALE experiences provided students with many opportunities to reflect upon their formative LEs—content and skills they had to offer, how they were delivered and their importance to their development *at that time*. Students readily acknowledged that their ‘traditional-style’ JSLEs capably fulfill a need in their lives, which is the development of skills and knowledge necessary for continuing the progress of their education. However, they also found them wanting in several ways. They found that the role of solitary student as passive ‘receiver’ combined with a mechanistic, other-directed content and pace that in many ways suppressed their personal interests conditions their engagement in such LEs to be largely premised on obligatory rather than personal interest. In spite of these perceived drawbacks, the most common perception of such LEs remains that they fulfill their *intended purpose* quite well.

The majority of students have an overwhelmingly positive perception about the learning opportunities presented in the ALE, in that they are perceived as allowing for the actualization of self-interested, self-expression and self-development (previously suppressed or otherwise).

These positive perceptions manifest themselves in two particular forms. The predominantly expressed perception is represented by effusive praise for the learning opportunities presented by ALE's structure and activities (e.g., extended inquiry, self-directed, collaborative) in spite of the difficulty of the challenges they present. Such praise was accompanied by 4 different focus points: 1) Comments reflecting the perception that students would have appreciated having had ALE experiences much earlier in their education because of their perceived ability to engender more critically capable beings; 2) Comments reflecting the perception that students desired that the university restructure the curriculum to allow for more ALEs; 3) Comments reflecting a rather moderate perception that ALEs and JSLEs each have something valuable to offer learners, an aspect dependent upon the intended purpose and learning goals of the LE. The final focus point, marginally expressed but highly important nonetheless, is an *excessive* praise for the ALE that manifests itself as a rejection of *all* 'lecture-style' curriculums (including those they were involved in at the time). The development of such an immoderate perception (both the excessive praise of ALEs and disparagement of traditional-based instruction) reveals that an inclusion of ALEs in a larger *mixed* curriculum may raise the potential for negative impact on the wider curriculum. That the different types of learning opportunities presented by the ALE may have engendered this radical pendulum swing of perception away from a 'traditional' curriculum was unforeseen by me, and is no small cause for concern. The implications this presents and suggestions for how best to avoid this potential problem will be discussed in a following section (5.3).

5.2.2 *Do authentic learning environments influence Japanese learners' perceived values about instructor and peer relationships? If so, how and why?*

As has been documented in previous sections of this module, upon entering the ALE students possessed well-developed perceptions about *instructor* and *peer relationships* that were largely premised upon their JSLE experiences. It has also been established that the parameters and goals of the ALE related to *instructor* and *peer relationships* presented students with a variety of exigencies that could not be adequately satisfied by the skills and techniques developed during their formative JSLE experiences for functioning in those LEs. Rather than precipitating student failure to carry out these aspects of the ALE, the new demands and opportunities brought about by the ALE resulted in an evolution of student perceptions commensurate with the parameters, goals and resulting conditions of the ALE, which facilitated the development of adaptive strategies that allowed for the successful realization of these challenges. The key phenomena of the ALE, *self-directed activity*, *personal interest* and *self-development*, each emphasized by an internal personal locus of causality, exerted distinct influences on how *instructor* or *peer relationships* were perceived and valued by students.

The ALE projects presented students with collaborative tasks over which they had an overwhelming amount of control, including responsibility for the choice and development of topics as well as for the pace and depth of their effort in that development. The ALE students, previously conditioned to interact with dominant and controlling teachers, responded not with paralyzing fear when faced with such choices and responsibilities but with measured willingness to challenge themselves with the ALE's task of self-interested, self-directed collaborative self-development. The task parameters as laid out in the packets, and a 'roving' rather than 'lecturing' teacher, provided support and guidance that students could summon

when needed, another difficult but *intrinsically rewarding* act of self-control. Rather than being perceived of as having the responsibility and power to control the flow of information and activity, the ALE teacher was perceived as having the responsibility and power to recognize and confirm (*authenticate*) student attempts at more developed expression and performance in a number of recursive ways (e.g., one-to-one or small-group consults, newsletters). Seen in this way, ALE students actually *maintained a high dependency on the teacher*; however, the perception of dependency changed from one associated primarily with material attainment (scores and grades) to one associated with the recognition and confirmation of the types of personal development that mirror more developed social and academic abilities. Seen in this light, the ALE teacher was perceived more as a mentor, collaborator and authenticator for students as they perform self-challenging activities that allow for the generation of intrinsically rewarding perceptions of competency, autonomy and relatedness than as someone who confirms parroted content.

The structure and tasks of the ALE also exerted a marked influence on how students perceived *peer relationships*. The ALE presented students with a unique opportunity to work with their peers in extended, collaborative activities in which *academic* and *social activity* were combined as a means of *developing* academic and social skills and information. This style of learner activity contrasts sharply with the ‘traditional-style’ of learning found in JSLEs, where students generally work in isolated competition, and where the development of *peer relationships* is largely relegated to non-academic or informal personal situations and pursuits. The ALE projects presented students with multiple challenges, nearly all of which required some manner of self-regulated peer interaction and input. Perhaps because *peer learning* was perceived as an ‘experimental trial’ for working with others in the distant future

(career), as was widely reported, students embraced the experience with a high degree of personally-invested resolve to learn from it, from both its ‘enjoyable and ‘difficult aspects. I believe that this may explain why student perceptions related to *peer relationships* in the ALE appear almost universally to be *constructive* in nature—difficulties perceived as fertile experiences for expanding understanding rather than annoying hardships. The study revealed that students hold several key perceptions about *peer relationships*: That *peer-learning relationships* significantly facilitate the development of higher quality products (in that they require the sharing of skills and knowledge); that the ongoing collaborative nature of *peer relationships* allows students to develop an awareness about the integrative nature of social and objective skills and knowledge development (that the quality of a project undertaken by multiple individuals is closely related to an individual’s development and practice of effective social skills); and, that *peer relationships* are perceived to engender a heightened sense of *responsibility* and *commitment* to the development of the task, self and others (due in part to the shared responsibility of *task* development progress, and in part to the necessary interaction with the ‘other’ for *self*-development progress). Contexts [*peer relationships*] which allow for the development of such concepts and perceptions engender perceptions of *relatedness*, the universal human predilection to interact with or be connected to others, among participants. *Peer relationships*, then, allow for the development of perceptions of *competency* and *autonomy*, which are directly associated with the sustenance of *intrinsic motivation*. *Peer relationships* also allow for the development of perceptions of *relatedness*, which provides conditions that make the expression of *intrinsic motivation* both more likely and robust.

Because of their integral relationship with the structure of the ALE, it seems unlikely that such perceptions about *teacher* and *peer relationships* could emerge from participation in

non-collaborative tasks. That students are explicitly aware of the critical nature that such concepts possess for the satisfactory progression of their ALE projects and self-development attests to the high level of perceived value they attribute to them.

5.2.3 *Do the values that Japanese learners ascribe to authentic learning environments influence their propensity for engagement? If so, how and why?*

As was mentioned in 5.2.2, students seem to perceive the ALE as a type of *incubator*—replete with *nutrients* that induce *intrinsic motivation*—within which to explore the development of their academic and social potential. To arrive at an understanding of how and why the ALE influences student *engagement propensity*, the study explored the values students ascribed to select ALE activities and their results. Students perceive a number of key aspects about the ALE as having significant value for the cultivation of their academic and social selves, the development of which encouraged them to maintain dynamic engagement in ALE activities. Inherent in each of these aspects is the *close personal locus of causality* that appears to animate student *self-directed activity*. It is difficult to discuss the following items without the listing of them implying a hierarchy of importance, which would be misleading because in reality these aspects have a chaotic, non-linear interdependence (Kindt, 2005). For the sake of discussion, I will present them below in a representational causal lineage that follows their discussion in 4.5.5.1 (p. 137).

Choice, interest and utility value

Student assessment and endorsement of the practical *utility value* JSLEs have for them allows for the perception that their participation in them is *intrinsically rewarding autonomous* behavior. Because this perception is in actuality based more on *resignation* to a

situation/curriculum than *personal choice*, its resulting intrinsic value is limited; however, it functions positively in the context and thus provides some intrinsic nourishment to student engagement in those LEs. However, when combined with other ‘traditional’ aspects of the LE they are imbued with an inherent *external locus of causality*, the perceived intrinsic valuation born of JSLE activities is further limited, with the end result being that students develop a reliance on perfunctory obligation to maintain engagement in the LE.

The ALE, too, presented students with a situation/curriculum over which they had little actual *choice*. However, the nature of the extended inquiry project in the ALE allowed for extensive opportunities for *choices* related to both the students’ *personal interest* as well as the perceived practical *utility value* such actions play in their self-development. In contrast to JSLE activities and content, ALE tasks are perceived to possess an inherent *close personal locus of causality*, which results in performances (and results) that provide an ongoing source of *intrinsic motivation* to students.

Active participation

Another aspect of the ALE that students perceive as having significant value for their maintenance of engagement is the opportunity for *active* versus *passive* participation. Students perceived several types of participation as *active*, from being *responsible for a wide range of choice making and problem solving*, to *self-directing their generation of material*, and, to their *maintenance of individual and collaborative effort*. What is common to each of these activities is that students perceived them to have a *close personal locus of causality*. As was discussed above, the *self-directed* development of a personally interesting topic through *self-regulated collaborative* activity engenders a) *intrinsically rewarding* perceptions of

attained *competencies* in the areas of academic and social skills and knowledge development, b) *autonomy* through the endorsement of values that serve personal goals, and c) *relatedness* through the development of meaningful peer communication and problem solving techniques, and results. The development of these phenomena results in the creation of a richly intrinsic environment that in turn enhances the propensity for individuals to engage in or remain engaged in a task.

Collaborative activity

The final key aspect of the ALE that students perceived as determining their propensity for engagement was the merger of academic and social skills as a means of knowledge development in course activities. This merger was manifest in student *collaborative activity* (*peer learning*), which was an adaptive strategy that evolved into a skill. Collaborative activity allowed for the development of two important skills and knowledge sets, the development of which was symbiotic in nature. Students collaborated on the development of the project tasks by sharing knowledge and skills. Simultaneously, the need to share knowledge and skills efficaciously necessitated the development and use of collaboration skills. Students valued highly the development, practice and maintenance of these peer relationships because of their perceived practical short- (school), but more importantly, long-term (career) *utility value*. In the ALE, both topic information *and* social skills development, then, are perceived as *content* with high *utility value*. Activity to develop such content is dependent upon responsible, *self-directed action*, which entails *self-regulation* and *commitment* to task and partner. When seen in this light, *collaborative activity* becomes a nexus where key aspects of the ALE, each with their student-perceived *close personal locus of causality*, interact and influence one another constructively. *Collaborative activity*, as an

aspect of *active* participation, plays an important part in the development of *intrinsically rewarding* perceptions of a) attained *competencies* in the areas of academic and social skills and knowledge development, b) *autonomy* through the endorsement of values that serve personal goals, and c) *relatedness* through the development of meaningful peer communication and problem solving techniques and results. As such, *collaborative activity* plays an integral role in the creation of a richly intrinsic learning environment that in turn enhances the propensity for individuals to engage in or remain engaged in a task.

The values that Japanese learners ascribe to these key elements of authentic learning environments, then, have a markedly direct influence on their propensity for engagement. The *close personal locus of causality* inherent in these elements and their integrally connected nature, allows for the creation of a process that synergistically produces outcomes that result in a richly intrinsic learning environment that in turn enhances the propensity for individuals to engage in or remain engaged in a task.

5.2.4 *How can an educator with an awareness of authentic instructional principles adjust engagement factors proactively?*

ALEs and their activities are premised on authentic instructional principles which emerged from the cumulative efforts of cognitive psychologists, educational researchers and educational practitioners in the latter half of the 20th century. Such principles provide for learning environment activities that 1) have real-world relevance; 2) that consist of ill-defined challenges; 3) that comprise complex tasks to be investigated by students over a sustained period of time; 4) that provide opportunities for learners to examine the task from different perspectives, using a variety of resources; 5) that provide opportunities for collaboration; 6)

that provide opportunities for reflection; 7) that encourage interdisciplinary perspectives; 8) that are seamlessly integrated with assessment; 9) that create polished products valuable in their own right rather than as preparation for something else; and, 10) that allow for competing solutions and diverse outcomes.

The various methods and techniques described in this study to explore student reactions to an ALE have enabled me to develop a more comprehensive understanding of students' perceived values of ALEs, and how ALEs influence their propensity for engagement in the LE than I had prior to the study. My goal in choosing these foci was twofold: I was attempting to develop information for myself about student reactions to authentic instructional principles that might inform my own teaching, and by extension ways to improve the learning potential of my students; and, I was attempting to develop information for other educators faced with LE situations similar to mine or for individuals who might simply be interested in ALE dynamics.

Before learning about ALEs and becoming involved with this study, I had what I *now* consider to be a relatively uninformed dualistic perspective about learning environments; for example, I saw them as either 'traditional' or 'constructivist', 'passive' or 'active', 'teacher-centered', or 'student-centered.' I find that I still have a dualistic perspective about learning environments, but feel that I now better understand the elements that make up those differences and the kind of influences these elements have on the formation of student perceptions and engagement in such LEs. Student perceptions of the LE and their engagement propensities, as this study has shown, are dependent upon a combination of curriculum (LE) goals and structure, and student interests and goals. Student perceptions and their engagement

propensity are predicated on an individual's personal interpretation of the combined utility valuation of these elements. Specifically, adjusting engagement propensities *proactively* would entail modifying LE goals and activities to allow for a calculated development of student awareness about the activities' *close locus of causality*. How to allow for the development of such perceptions is discussed in the section below, *Implications and recommendations for practice*.

To conclude this section, the goal of this study was to 'explore the effect of authentic learning environments on students' perceived values and engagement.' Results from the multiple stages of this exploratory research allowed for the development of well-reasoned responses to the 4 research questions, which together reveal a *composite* rather than *longitudinal perspective* of student perceived values of ALEs and their propensity to engage in them. As could be expected, the analyses that supported the development of this perspective revealed strengths and weaknesses in the structure of 'traditional' LEs as perceived by students. Rather than using the study results to frame an argument about the primacy of ALE principles over 'traditional-based' principles in Japanese education, I think that the results would serve a more constructive purpose if they were interpreted as providing points of departure for further enquiry into Japanese student perceptions about *both* ALEs and JSLEs as there is still much that is unknown about how these LEs influence each other and the development of learner perceptions and engagement.

5.3 Implications and recommendations for practice

In this section I discuss implications that have emerged from the study and offer recommendations for future practice. The study presented several key implications that I believe can inform future practice.

Many of the research procedures and instruments (e.g., evaluative surveys, change essays, diaries) used in this study were designed with their pedagogical value in mind in order to allow for the gathering of data from students with a minimum of distraction from their primary ALE tasks. By carrying out the various activities in the study, for example the 5-item questionnaire, students were compelled to reflect specifically on concepts inherent in the study (e.g., collaboration, self-regulation, choice), which was reported to have impacted their perception and understanding of their actions and in turn their propensity for engagement. Kazuya's perceptions that his peer's increased motivation positively influenced the classroom atmosphere for him and his peers, revealed in his comments below, provide an example of information from such an instrument that might prove beneficial to a wider class audience: "My motivation is very increased. So increasing motivation is concentrated in this class, so classroom atmosphere is very good for me. My peers, my friends have same thinking as me" (Kazuya_IS#77). Compiling, and perhaps editing, such comments in a brief class newsletter—a form of *feed-forwarding* (Kindt, 2005), would likely facilitate the creation, reinforcement, or 'cross-pollination' of target perceptions and attitudes among the entire group of participants with the effect of inducing the development of a more positive learning environment and by extension enhancing engagement propensities across a wider spectrum of students. Instructors who utilize such techniques that encourage metacognition about inherent

concepts or integral activities in an LE—to increase awareness of their existence and importance—can, I believe, expect to proactively influence student perceptions and engagement propensity positively, for example, through the production of intrinsically rewarding perceptions of *competency* and *autonomy* as learners adapt or integrate such understandings into their own learning paradigms. There are numerous concepts in the ALE that have been shown to influence the positive development of student perceptions and propensity for engagement (e.g., choice making and self-regulation) all of which are related ultimately to a student’s perception of an activity’s *locus of causality*. I believe that the use of recursive, focused feedback opportunities that allow for student reflection on such concepts, combined with *feed-forwarding* techniques that allow for the perceptions about these concepts to be looped back to the participants, encourages students to more actively participate in their own and their peers’ development in a more informed, constructive manner. The perception of the teacher’s role in the ALE might also be proactively influenced by such pedagogically-applied feedback/*feed-forwarding* techniques. The development of a common perspective that the instructor is, along with peers, a co-creator of *content* (objective and social) rather than a dominant administrator of all activity and material in the LE could help align classroom expectations as well as buttress students’ proactive self-development and engagement. Taken together, these attempts to bring the metacognition of key authentic principles into the more observable realm within a course could, in effect, raise the bar of *collaborative learning* to a higher level throughout a class of participating individuals.

One of the primary responsibilities of a teacher is to create and maintain a learning environment that promotes effective learning. There are, however, many factors beyond the control of the teacher that can influence that goal, class size being one of them. As was

documented in this study, large class size (35~40+ students) is an institutionalized aspect of Japanese LEs, and is in fact an apt descriptor for the LE explored this study. A great deal of research has been written about the relationship between large class size and the effectiveness of the learning environment it provides, much of it focusing on negative implications. This study reveals, however, that there are positive implications that can be drawn from this often inescapable LE factor. One such implication, related to the point about feedback mentioned above, is that large class size offers a large pool of feedback/*feed-forwarding* sources, the size of which can add emphasis to results focused on specific concepts. Another implication is that large class size allows for several realms of anonymity from which students can act. As was noted in the study, Japanese students are known for their reticence to seek help or confirmation from a teacher; doing so subjects them to open exposure to their peers. A large class size, however, combined with a 'roving', 'on call' teacher allows for students to more anonymously "be closer" (Takao_S#9) to the teacher and receive needed guidance on or confirmation of effort. This 'roving' status also allows the teacher opportunities to create small 'focus' groups among close-seated members of a larger class in which to expound upon or elicit feedback about a specific point common to the group. A larger class size also creates a sense of anonymous 'distance' between students and the teacher that can produce two important effects. One, it allows for an individual to compete against a larger group of students for the teacher's attention (private recognition of effort rather than public exposure) in finished products, which adds an intrinsically rewarding prestige factor to the student's perceived effort. And two, the 'distance' encourages student reliance on the development of personal or collaborative problem-solving skills to progress through the tasks. This 'distance', moreover, encourages more capable students to attempt peer-to-peer mentoring, in which they offer help to less-capable peers about specific concepts as a means of reinforcing their own

grasp on them. Large class size, rather than being perceived as a drawback, then, actually holds much potential for the development of target competencies within an ALE.

The extended nature of each of the ALE projects necessitated extended student commitment for their development and completion. That ALE project *content* consisted of topic information and report formatting (objective skills and information) as well as collaborative strategies and techniques (social skills and information), the extended development of each project became an exercise in personal growth on several levels, necessitating the development and *maintenance* of commitment, self-direction, self-regulation and the capacity to collaborate. Because of the intense extended personal involvement, students' perceived value of projects developed in an ALE is based more on their *organic* constituent nature ('this is what I know, this is what I am capable of doing') than for their separable grade value ('my effort is worth an A'). Both say, 'this is me', but students perceive ALE products to be artifacts imbued with a personal sense of their being, products of their *situated effort and learning*, in essence a 'snapshot' of who they perceive themselves to *be* at this time in their lives. One risk that this visceral organic valuation raises, however, is that it will unfavorably influence the way in which students perceive and value participation in or the evaluation methods of 'traditional-style' courses they are concomitantly involved in, which is what actually occurred for a number of students in the study. In order to reduce this possibility, educators in ALEs must be aware of the possibility that this immoderate perception might form and be prepared with ways to neutralize its development. How to make use of the many levels of perceived meaning *as a part of ALE activities* as a way of consolidating their influence is, it seems to me, one of the big challenges for future practice.

In my experience, there is a sense that pedagogies that differ from ‘traditional’ methods in Japan are perceived by many in education (teachers and students alike) as lacking, or less effective than ‘traditional’ pedagogies. That one (traditional) is sanctioned as more *legitimate* by virtue of its near absolute institutional and cultural hegemony, and that their goals, processes and evaluation have different emphases and outcomes makes attempts at developing solutions to the dilemma at the heart of this research all the more difficult. Due to the nearly exclusive reliance on ‘traditional’ pedagogy in JSLEs, which by nature does not allow for the development of ALE-oriented expectations or skills, students entering ALEs do so lacking appropriate adaptive strategies, which presents a source of frustration for them that detracts from their potential to learn in an ALE. Participants in the ALE study were 2nd-year students. I believe this 1-year ‘transition time’ had allowed them to adjust expectations about themselves, that as university students more *self-directed, active* participation, was expected of them in order to prepare for their future participation in academic and social environments. This altered expectation, I believe, was a decisive factor that allowed students to transition more quickly and fully to the ALE environment. Student perceptions of the desire to be more proactive, in fact, became one of the primary themes to emerge from the study data. It may be that they were ready to challenge the opportunities offered by the ALE to effect their self-development goals. One of the more expressive contributors of comments in the study, Ai, mentioned that she did not think this type of course would be suitable for first-year students because in her opinion the shift from traditional-style learning to authentic activities would have been “quite shocking” (Ai_D#346), an important consideration. If there is a sincere movement toward effecting a more constructivist-based curriculum in Japan, then it is advisable to devise ways in which to facilitate this ‘transition’ period for students. Taking the awareness developed in this study, of the need to understand the complex, dynamic nature of

the factors that are inherent in *authentic learning environments* and how they impact learner perceptions, development and engagement, will help educators design curriculums that help students transition more effectively from *traditional* to *authentic learning environments* as well as facilitate their performance in them.

5.4 Recommendations for further research

In this section I offer recommendations for future research that I believe would best further extend the understanding of concepts identified in this study relating to student perceptions of ALEs and their participation in them. Because very little research in Japan has delved into such concepts, the possibilities for new research are as numerous as they are needed.

One of the interesting points that arose in this study was the discovery of a ‘plateauing’ of Japanese secondary students’ interest and effort roughly halfway through their secondary education. Data indicated that this was due to a combination of their resignation to the mechanistic and impersonal nature of the JSLE curriculum (which relies heavily on activities with an *external locus of causality*) and their perception of having developed the necessary skills to confidently perform the passive routines of the JSLEs. The ALE course consisted of 2 structurally similar projects developed around activities having a *close personal locus of causality*. At the end of the first project, a number of students felt that they were ready to challenge the second project on their own, implying both sustained interest and a perception that their skills were adequately developed to perform the *active* routines of ALE. A question that concerned me was, ‘Will the close *personal locus of causality* inherent in personal interest and choice remain a motivating force for learners once skills development peak and activity becomes routine?’ The present study only briefly revealed the relationship between

the progression of perceived skills development and task challenge, in this case revealing a positive outcome. However, it is unclear if this is a reliable indicator of future development. Future researchers, employing longer-term longitudinal studies, could clarify the effects that skill competency (and adaptive strategy formation) has on the maintenance of engagement in activities based on a close *personal locus of causality*. If routinization in ALEs does have corrosive effects on the maintenance of engagement, understanding this relationship could help educators to devise ways to neutralize or minimize its effects.

The data collection instruments utilized in this study provided vital information for the development of responses to the study's research questions, which focused on identifying influences on student perceptions and engagement, rather than on identifying longitudinal outcomes related to those influences. In hindsight, I believe that this is one of the shortcomings of this study. Were a future researcher to utilize similar data collection instruments more frequently over time, a more comprehensive perspective of the causes and effects of student perceptual changes and engagement, tracked over time, would likely result.

As I processed and analyzed the data from these instruments, however, it became increasingly evident to me that besides data collection instruments they also possessed great potential as causal agents in the classroom. Future research to explore the effects that recursive, targeted feedback/*feed-forwarding* has on the communication and reinforcement of key ALE concepts would greatly inform educators about the development of methods for proactively influencing perceptions and engagement in the ALE classroom, including the possible amelioration of immoderate responses to ALE and 'traditional' pedagogies.

All studies have limits, some of which are intentional aspects of a study, and some which exist due to the inexperience or even carelessness of the researcher. This study focused on the effects that a select number of internal and external factors had on the ALE participants. The list of factors that were not considered is surely longer than the list of those chosen for study. Many of these unselected factors, undoubtedly influenced student perceptions about the ALE and their participation in it. Particular among these, I believe, were the students' computer literacy levels, second-language acquisition skills and language abilities, and perhaps most important, the inclusion of a foreign, native-English speaker as the teacher. Much has been written about the effect foreign teachers have on Japanese learners in second-language classrooms. It has been documented that Japanese students have different expectations of their Japanese and their native-English language teachers. The data from the present study did not reveal information about these expectations. Whether this is because of faulty data collection instrument design, lack of specific design focus in the study, or student willingness or desire to comment on this aspect, it is not known. Future research, however, could focus on this aspect in an attempt to ascertain what role, if any, a teacher's nationality, native language or educational background has on student perceptions of the ALE or their willingness to engage in its activities.

5.5 Concluding remarks

This study revealed the rich and complex interplay of factors influencing Japanese student perceptions of their authentic learning environment and their propensity for engagement in it. In doing so, the study greatly expanded my understanding about the impact authentic learning environments have on Japanese students, revealing that such environments have a significantly positive influence on their perceived values of the learning environment and on their propensity to engage in it. Kindt (2005), in his research on the complex, dynamic nature

of student engagement, argues that the multitude of factors that influence perceptions and engagement propensities are part of a complex, dynamic system that by its very nature can only be *better understood*—never fully understood. The goal of the present study was to inform this process of *better understanding*, of adding to the knowledge of the complex interplay of factors inherent in Japanese students and the ALE as a means of designing more functional teaching and learning environments.

The discovery in the study of the extraordinarily positive impact the *close personal locus of causality* had on the development of student perceptions and engagement has significant implications for educators and future researchers in Japan concerned with efforts at education reform or curriculum design. As was revealed in the study, ALEs present conditions that elicit and sustain conditions that satisfy the three inherent psychological needs for *competency*, *autonomy*, and *relatedness*, which constitute the nutriments that are required for the development of *intrinsic motivation*, proactive engagement, optimal development, and the psychological health of learners. As my analyses of student perceptions and actions revealed, participation in the ALE allowed the Japanese learners to develop and maintain *self-directed activity* resulting in their emergence as responsible, proactive agents of their own and their peers' social and academic development. This shows that participation in an ALE allows for students to develop an *expanded* range adaptive learner strategies, an essential skill for effective functioning within different LEs, which includes those that extend beyond academia. Predicting how students might respond to future 'traditional' and AL courses after having experienced the ALE course is impossible to determine. I feel confident, however, that the experiences in the ALE have not only confirmed but have greatly increased student awareness about the potential that such learning environments (and the strategies they require) possess

for their academic and social self-development. The perceptions and values students developed about LEs, mentors, peers and themselves as a result of participation in the ALE will form the causal conditions they will draw upon when assessing and engaging in future LEs, familiar or not.

I strongly advocate the continued development of understanding about ALE influences on Japanese learners, both new learners entering ALEs for the first time and experienced ALE participants, as I believe this will better enable researchers and educators to develop courses and techniques that allow for students to transition to and participate in learning environments in ways that allow for both academic and socially rewarding self-development.

(49,035)

Note on the Appendices:

In order to make reproduction of the dissertation more manageable, the content of appendices that contain raw data is available on an accompanying CD. In each case where this has been done, a sample of the data is shown on the appendix cover page. Below is the list of appendices contained in this study, with a location of the data for each of them (text or CD).

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Appendix 1: Project-1 packet

Belief Systems

N K N O W L E D G E N P C N U A A N T
O O S S E U G R T O O E X A V D O E
I L I M U T S U R T I S R U S O E I S
S E T C W R T B X N T I T O S W C T D
U P O Z I C M N O C P T A E U A N A N
L S N P E P M I O J M I I C R L E T I
C O I J O E S N S I U O N N A U D C M
N G H S R S V U J E S N T E N F I E N
O O B O E I T U S E E S Y D C A F P O
C O E F C H B E L I E T O E E I N X I
K H O T D G I N L N P R A R T T O E T
T R I D E H A O O A S T G C P H C O A
P O G M E T V I P T I A H N L M E D N
N M E O P E T T A Y A I S I I Y I E I
A N R E L I A N C E H S O S N L V R V
T Y C E U A D M I S S I O N E R E C I
O C Y T K I Z D E D U C T I O N I E D
A U N X N V N O I T P M U S S A T N I
W I H O D P E R S U A S I O N V B W G

of the World

Learning Goals:

- English writing skills: paraphrasing (言い換える) and citing sources
- Increasing topic vocabulary
- Expanding knowledge about important world issues
- Developing professionalism

Tasks:

- Working with a peer (cooperating, collaborating, creating) to create an information packet/paper

Time Limit:

- From now until July 8th, by 3:00pm (last day of classes)

Evaluation Points:

- Participation
- Quality of communication **content** (details, graphics, and so on)
- Quality of communication **form** (capital, spelling, verb-agreement, punctuation, word-choice, and so on.)

World Belief Systems: Goals and Timeline

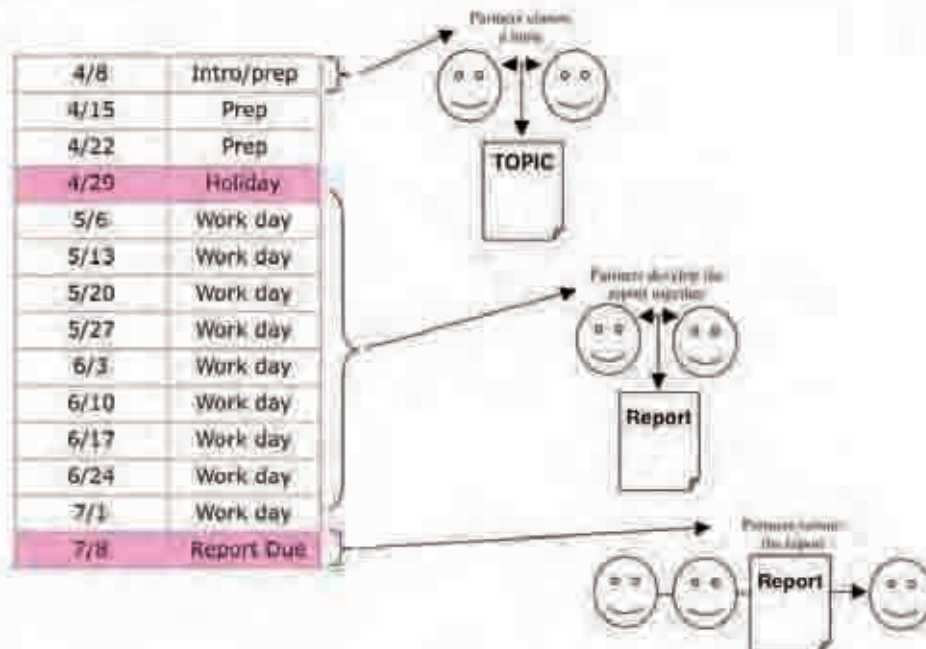
Introduction

Our class project will take most of the first semester (about 10 weeks). Students will work with the same partner during this time (or solo). The partners will be responsible for making one well-developed information packet (report) on this topic: **World Belief Systems**. Your instructor will provide activities and models during the different parts of this project. This activity has several goals:-

- To help you *expand your understanding* about the world's different belief systems
- To help you expand your ability to locate and *paraphrase* (言い換える) information
- To help you learn basic *chatting* skills
- To help you learn how to *work with others* (collaboration, negotiation, etc.)
- To give you opportunities to practice *IT skills* (Internet, MS Word, etc.)
- To give you 4 *English skills* (reading, writing, speaking, listening) practice
- To help you develop basic *layout formatting techniques*
- To give you a chance to *publish* your writing (online)

Basic Timeline of the Project

You will work with the same person during this entire project. Partners will work together on the paper development activities. Each partner will submit a separate report (with both names on it). Why? Because the *main* information in these reports will contain basically the same information that both partners developed and agreed upon. However, the conclusion of the report allows for different opinions.



World Belief Systems: Introduction

In this project, you and a partner will work together to create a well-developed English report about one of the belief systems of the world. This activity will give you a lot of opportunities to work with a new cultural and knowledge about a people that includes a religious, spirit, and practice and increase your English communication and research skills.

World Belief Systems: Introduction

Most of the world's major cultures are based upon belief systems (e.g., Western culture: Judeo-Christian; Middle-eastern/Asian culture: Islam; Far-eastern culture: Buddhism or Confucian).

There are many belief systems in the world. From our everyday media, we hear a lot of *general* information about people and events from different cultures in the world. But most of us never really get a deep understanding about why these people think the way they do or what they believe in. Some of these belief systems have a small number of followers (believers), and some have billions of followers. Some are largely connected to world cultures, and some are very isolated. What is certain is that the different peoples of the Earth (and their beliefs) are coming into contact with each other more and more. Lack of knowledge, stereotyping, or misunderstanding about these people can create problems.

Most of us are familiar with the labels Muslim, Jewish, Buddhist, but don't really know many details about such people. My goal for you in this project is for you to take time for a closer look at one of these belief systems, so that you can have a better understanding of the belief system and the people who believe in it. **Understanding = Knowledge... Knowledge = Better life decisions.**

Let's begin with an important point: A belief system does not always mean a *religious* system. Some belief systems are *secular* or philosophical (ex. are Buddhism or Confucianism religions or philosophies?).

Here are some samples of world belief systems to help you think about possible topics:

- Islam
- Christianity/Catholicism
- Judaism
- Hinduism
- Shinto (animism)
- Buddhism
- Confucian
- ...and so on...

World Belief Systems: Basic Definitions

Islam (n.) [Muslim] [Islamic]

1. The religion of Muslims, based upon the teachings of Muhammad during the 7th century and now the second largest of the great religions in number of believers.

- *Also called Islamism*

Muslim people, their culture, or their countries considered collectively.

Christian-ity (n.) [Christian] (*cf. Roman Catholicism*)

1. The religion based on the life, teachings, and example of Jesus Christ and now the largest of the great religions in number of believers.

Juda-ism (n.)

1. The religion of the Jewish people that has its basis in the Bible and the Talmud.

2. Jewish religious practices, customs, and culture as a way of life.

Hin-du-ism (n.) [Hindu] [Hinduist]

The religion of India and the oldest of the worldwide religions, characterized by a belief in reincarnation and the essential unity of forms and theories.

Shin-to (n.) [Shintoism] [Shintoist]

A Japanese religion in which devotees worship and make offerings to numerous gods and spirits associated with the natural world.

- **an-i-mism** (n.)

1. The belief that things in nature, for example, trees, mountains, and the sky, have souls or consciousness.

2. The belief that a supernatural force animates and organizes the universe.

3. The belief that people have spirits that do or can exist separately from their bodies.

Bud-dhism n. [Buddhist]

A world religion or philosophy based on the teaching of the Buddha and holding that a state of enlightenment can be attained by suppressing worldly desires.

Con-fu-cian (n.)

Somebody who follows the teachings of Confucius

- (adj.) Relating to the teachings of Confucius or his followers, emphasizing self-control, adherence to a social hierarchy, and social and political order.

Belief Systems Paper: Publication Criteria

The creation of your paper will take several weeks (until the end of the semester). Your finished paper will be published on the Internet at the end of the semester. Below are publication criteria from the online e-journal, *Working Media Productions*. Always try to do your best!

- **Audience (people who will read your report):** Your paper will appear on the Internet. Almost all of your readers will be unfamiliar with the Japanese language—English is essential.

- **Partners:** You and your partner must register your names on the sign-up sheet. It will cause difficulty if you change your partner once you get started, so please choose your partner well. There will be occasional checks to see if partners are sharing the workload.

- **Topic choice:** Your topic must be about some kind of belief system. Partners, think about this choice carefully. If you change your topic in the middle of the project, you will lose valuable work time.

- **Manuscript Length:** A well-balanced paper should be 5-7+ pages (cover & reference pages are extra).

- **Information:** Your information sources can be in any language, but *your paper* must be in English. The information for your paper must come from the following sources:

- a) information must be presented clearly.
- b) information sources must be cited (citation format will be provided)
- c) information must be gathered from each of the following sources:
 - Internet
 - Books
 - Journals, newspapers or magazines (print or digital)
- d) document line format: 1.5 (MS Word Macintosh)
- e) graphics are limited to 25% per page
- f) font style: 12pt. Times or Times New Roman throughout.

- **Online translator:** The online translator is a great "tool" to help you understand Japanese/English text. It should not be used to "write" your English text. Native English instructors can easily know if a student uses the online translator improperly in a report. If you have questions, please ask.

- **Evaluation:** Think of the creation of this paper as an *educational activity* that will help you develop skills rather than as a *graded school activity* that will give you points. The quality of your paper's form & content will show how well you were able to follow the criteria and activities of this project.

World Belief Systems: Required Sections

Below are the required sections and guide questions that can help you create the sections:

Section-1: Introduction Paragraph

- Explain what your topic is and why you and your partner chose it.
- Explain where this belief system is prevalent in the modern world and why you think it's important for people to know about it.
- Briefly tell what you will show the reader in this project (*briefly introduce the general sections listed below*).

Section-2: Summary definition of the *belief* (short basic description)

Section-3: Origins

- Give a brief explanation about *when* this belief system originated.
- Give a brief explanation about *where* this belief system originated/developed.
- Give a brief explanation about *some of the figures associated with the origin* of this belief system.

Section-4: Charismatic Figures

- Who are some of the *charismatic figures* associated with this belief system?
 - founders } -briefly explain who they are
 - central teachers } -briefly explain what they did/do
 - leaders } -briefly explain how/why they were/are chosen

Section-5: Practices

- What are some of the key practices connected to/associated with this belief system?
 - Briefly explain some of the activities are that adherents practice Ex:
 - Special days (ceremonies, celebrations, anniversaries, etc.)
 - Assembly (meetings, etc.)
 - Special activities (prayer, ritual, etc.)
 - Briefly explain some of the *foolteating* traits that belong to this belief system
 - Briefly explain some of the *dress* traits that belong to this belief system
 - Briefly explain some of the *moral/legal codes* [*books/scriptures*] that belong to this belief system

Section-6: Key Locations

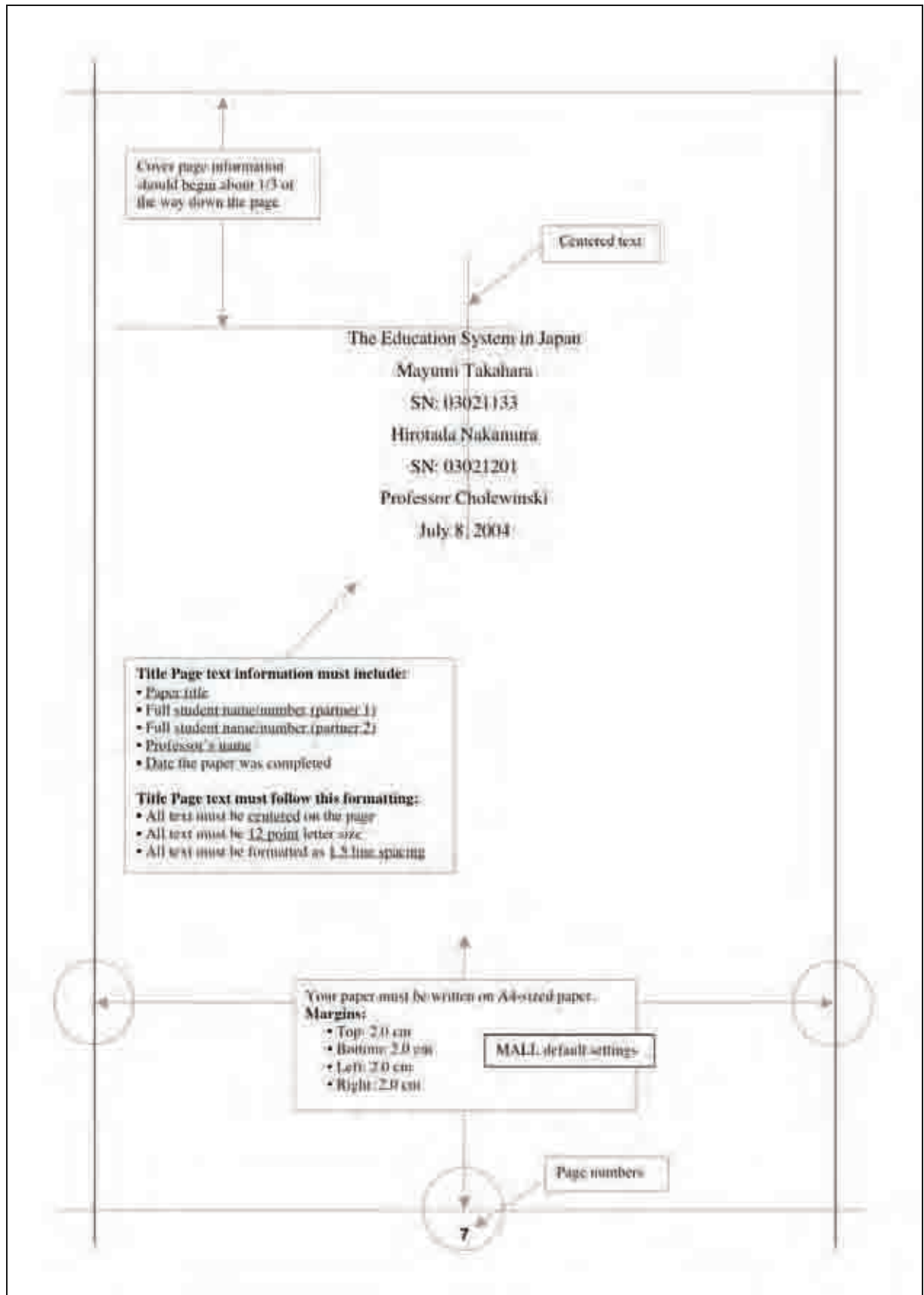
- What are some of the key locations that this belief system considers important?
 - Give a brief description of where they are
 - Give a brief description of why they are important (+brief history)
 - Give a brief description of their function in the society of the belief system

Section-7: Influences

- What are some of the personal/social benefits attributed to this belief system?
 - Try to find examples at the personal, local, national, and international level.
 - Basically, how has this belief system improved individual's lives or society?

Section-8: Degrees of Acceptance

- Give a brief explanation of some historical /or/ modern causes for hostility toward this belief system.
- Give a brief explanation of this belief system present state (is it strong, weak, growing, waning, etc.?)



World Belief Systems: Page Contents Formatting

Introduction

The first line of your paragraphs must be indented 5 spaces. Use a TAB created on the ruler; do not use the space-bar to indent your paragraphs. There are no spaces between paragraphs. If you do not know how to do this, ask a classmate or the instructor. The first line of your paragraphs must be indented 5 spaces. Use a TAB created on the ruler; do not use the space-bar to indent your paragraphs. If you do not know how to do this, ask a classmate or the instructor.

The first line of your paragraphs must be indented 5 spaces. Use a TAB created on the ruler; do not use the space-bar to indent your paragraphs. There are no spaces between paragraphs. If you do not know how to do this, ask a classmate or the instructor. The first line of your paragraphs must be indented 5 spaces. Use a TAB created on the ruler; do not use the space-bar to indent your paragraphs. If you do not know how to do this, ask a classmate or the instructor.

Summary definition of Buddhism (ex.)

The first line of your paragraphs must be indented 5 spaces. Use a TAB; do not use the space-bar to indent your paragraphs. There are no spaces between paragraphs. If you do not know how to do this, ask a classmate or the instructor.

Origins of Buddhism

Charismatic Figures in Buddhism



The first line of your paragraphs must be indented 5 spaces. Use a TAB; do not use the space-bar to indent your paragraphs. There are no spaces between paragraphs. If you do not know how to do this, ask a classmate or the instructor. The first line of your paragraphs must be indented 5 spaces. Use a TAB; do not use the space-bar to indent your paragraphs. If you do not know how to do this, ask a classmate or the instructor.

Content Page text information:

- All text must be left-justified
- Paragraphs must be indented 5 spaces (no tab stops)
- No spaces between paragraphs
- There should be one return-space between sections
- All text must be 12 point letter size
- All text must be formatted as 1.5 line spacing (Mac)
- Section heads must be **bold**
- Graphics must be left-aligned on the left margin

World Belief Systems: Citations & References

Citing Sources (books, journals, Internet, etc.) = showing where your information came from

You will locate and use information from many sources. Some of that information can be copied and pasted into your report (direct quotation). However, most of the information from other sources should be re-written *using your own words* (paraphrasing). When you copy or paraphrase information, you must tell the reader where the information came from. There are two basic ways to do this. Look at the examples below:

Directly Quoting:

Here is the original text from George LeTendre's article that is used in example below:

The ability to control one's behavior—either physical actions or speech—is an indicator of maturity.

- ① Using/copying (and citing) original material from a source (book, journal, Internet, etc).

LeTendre (2000) reports that Japanese and American high schools share one thing in common. Both education systems believe that, **"the ability to control one's behavior—either physical actions or speech— is an indicator of maturity."** But recently in Japanese schools we are seeing more and more students who have difficulty controlling their behavior.

Paraphrasing:

Here is the original text from Mikiko Fujita's article that is used in example below:

When a child behaves badly, most people immediately think that the parents are the cause.

- ② Using/paraphrasing (and citing) information from a source (book, journal, Internet, etc).

Many people are quick to blame the parents for a child's errant behavior (Fujita, 1989), but there are other factors which contribute a strong influence on how a child develops. Researchers have found that socialization elements outside the home play a crucial role in how children learn to interact with their those around them.

World Belief Systems: Reported Speech Forms

Reported Speech Forms (直接話法 / 間接話法):

直接話法

Using/copying the **exact information** from the original source:

LeTendre (2000) reports that Japanese and American high schools share one thing in common. Both education systems believe that, "the ability to control one's behavior—either physical actions or speech—is an indicator of maturity." But recently in Japanese schools we see more and more students who have difficulty controlling their behavior.

We use "quotation marks" to show the exact information we copied from the book/articles, etc.

One space after the comma.

One space after the last quotation mark.

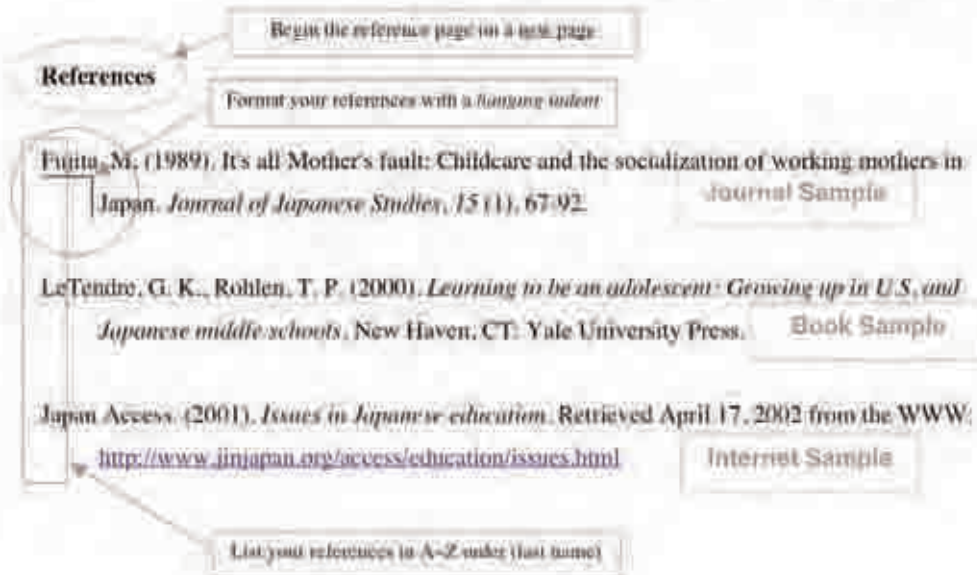
間接話法

Using a **paraphrase** (言い換える) of information from a source.

LeTendre (2000) reports that Japanese and American high schools share one thing in common. Both school administrators believe that students are considered mature when they can control their physical behavior and their speech. But recently in Japanese schools, we see more and more students who have difficulty controlling their behavior.

We don't use "quotation marks" because we are not showing exactly (word-for-word) information from the text; we are reporting a paraphrase of what was written.

World Belief Systems: Reference Page



World Belief Systems: Citation Layouts & Examples

Citing a book

Author's last name, first initial. (Date of publication in parenthesis). *Title of the book italicized*. City of publication: Name of publisher.

Example:

LeTendre, G. K., Rohlen, T. P. (2000). *Learning to be an adolescent: Growing up in U.S. and Japanese middle schools*. New Haven, CT: Yale University Press.

Citing an article in a periodical (e.g., journal, newspaper, or magazine)

Author's last name, first initial. (Date of publication in parenthesis). Title of article - no quotation marks. *Title of the periodical italicized*, volume, number, page numbers.

Example:

Fujita, M. (1989). It's all Mother's fault: Childcare and the socialization of working mothers in Japan. *Journal of Japanese Studies*, 15 (1), 67-92.

Citing an author or article on the Internet

Author's last name, first initial. (Date of publication or page update in parenthesis). *Title of source italicized*. Retrieval information including date of access, and source of information: URL.

Example:

Japan Access. (2001). *Issues in Japanese education*. Retrieved April 17, 2002 from the WWW: <http://www.jin-japan.org/access/education/issues.html>

Citing the author of a chapter or an article in an edited book (with several authors)

Author, A. A. (Year of publication). Title of chapter. In A. Editor (Ed.), *Title of book italicized* (pages of chapter). Location: Publisher.

Example:

Donato, R. (2000). Sociocultural contributions to understanding the foreign language classroom. In Lantoff, J. P. (Ed.), *Sociocultural theory and Second language Learning* (pp. 27-50). New York: Oxford University Press.

Appendix 2: Project-2 packet



Joho-Eigo Hall
Class Packet 2004
Professor Cholewinski
michael@uaf.edu.jp

Introduction

In the first semester, you and your partner created a large report on one of the World Belief Systems. That was a complicated and sometimes difficult assignment because you did many things for the first time (*paraphrasing, quoting, references, etc.*). But, for first-timers, you did *extremely well!* I respect what you did.

In this semester, you will continue practicing the same skills from first semester. You will again just have one project this semester. The project theme this semester is:

Understanding the Well-being of Japan (report with a partner)

Getting started

The theme for Project-2 is **Understanding the Well-being of Japan**. What does the *Well-being* of Japan mean? Generally, it means topics that are connected to the “health” of Japanese society or culture. Japan is changing a lot these days, and we can see many good changes and some not-so-good changes in society and culture. This project gives you a chance to get to know about such changes, and write in English. However, you and your partner must choose a topic from one of the following **main theme areas** (*there are some example topics/ideas that you may choose for your report topic*). You can choose to focus on positive things or negative things in your report (usually writers do a little of both).

- **Young People** (*ex. positive/negative issues or trends, etc.*)
- **Aging Population** (*ex. insurance, taxes, health care, family, etc.*)
- **Education** (*ex. educational reform, positive/negative trends, etc.*)
- **Politics** (*ex. Japan's Asian or global role, scandals, etc.*)
- **Health** (*ex. mental or physical issues, exercise, diet, etc.*)
- **Environment** (*ex. pollution, public spaces, etc.*)
- **Business** (*ex. the economy, trade issues, banking, etc.*)
- **Social Issues** (*ex. gender issues, crime, abuse, modern/traditional lifestyle, etc.*)

When you choose your partner and topic, come up to the front of the room and register on the sign-up sheet and we can begin.

Well-being of Japan: Introduction

Any report should be a clearly structured information packet. It should be easy for the reader to follow and understand. Your report will have a **Title Page**, several **Content Pages**, and a **Reference Page**. As with the first-semester project, this packet contains guides to help you create your report.

Also, like the last semester, the class will be a "my pace" workshop. You are responsible for meeting the deadline. **Reports are due on Thursday, November 4th, by 5:00 PM** (that gives you several weeks). Try to do your best!

Important reminders:

- **Audience:** Your report will be read by English speakers. English is essential!
- **Partners:** Please choose your partner well. There will be regular checks to see if partners are sharing the workload.
- **Report length:** The length of a report depends on the topic and the individual as you found in the first semester. As a general guide, a report that provides a clear explanation of your main topic should be at least 5 pages in length (title page & reference page are extra).
- **Information sources:** Your information sources can be in any language, but *your report* must be in English.

- a) report information should come from each of the following sources:
 - Internet
 - Periodicals (newspapers, magazines, journals)
 - Books
- b) report information must be presented clearly:
 - No more than 25% of a page can be graphics
- c) report information sources must be *referenced* (format will be provided)
- d) document line format: 1.5
- e) font style: 12pt. Times or Times New Roman throughout

- **Online translator:** The online translator is a great "tool" to help you understand Japanese/English text. It should not be used to "write" your English text.
- **Evaluation:** This report is an *educational activity* that will help you develop skills rather than a *graded school activity* that will give you points. The quality of your report will show the reader how well you understand the criteria and activities of this project (see guide on page 9).
- **Due date:** December 21, 2004

Well-being of Japan: Required Sections

Below are the required sections and some guides that can help you as you write. Please talk with your partner and the teacher if you are not sure about any of these points.

- **Title Page** (see guide on page 5)

- **Section-1: Introduction paragraph** (see content page guide page 6-7)

Tell the reader what the main topic of your paper is. Then, explain why you and your partner decided to report on this issue. Also, tell the reader why you think it's important for people to know about this issue. Finally, in a sentence or two, tell the reader what the **main sections** will be in this report.

- **Section-2: Basic background information**

Give a brief explanation about your topic/issue. Explain to the reader how recent (or old) the issue/topic is. Explain where it is happening. Give examples, graphics, and include your own thoughts and opinions.

- **Section-3: The causes**

Explain to the reader who or what is causing this to happen. Give examples, graphics, and include your own thoughts and opinions.

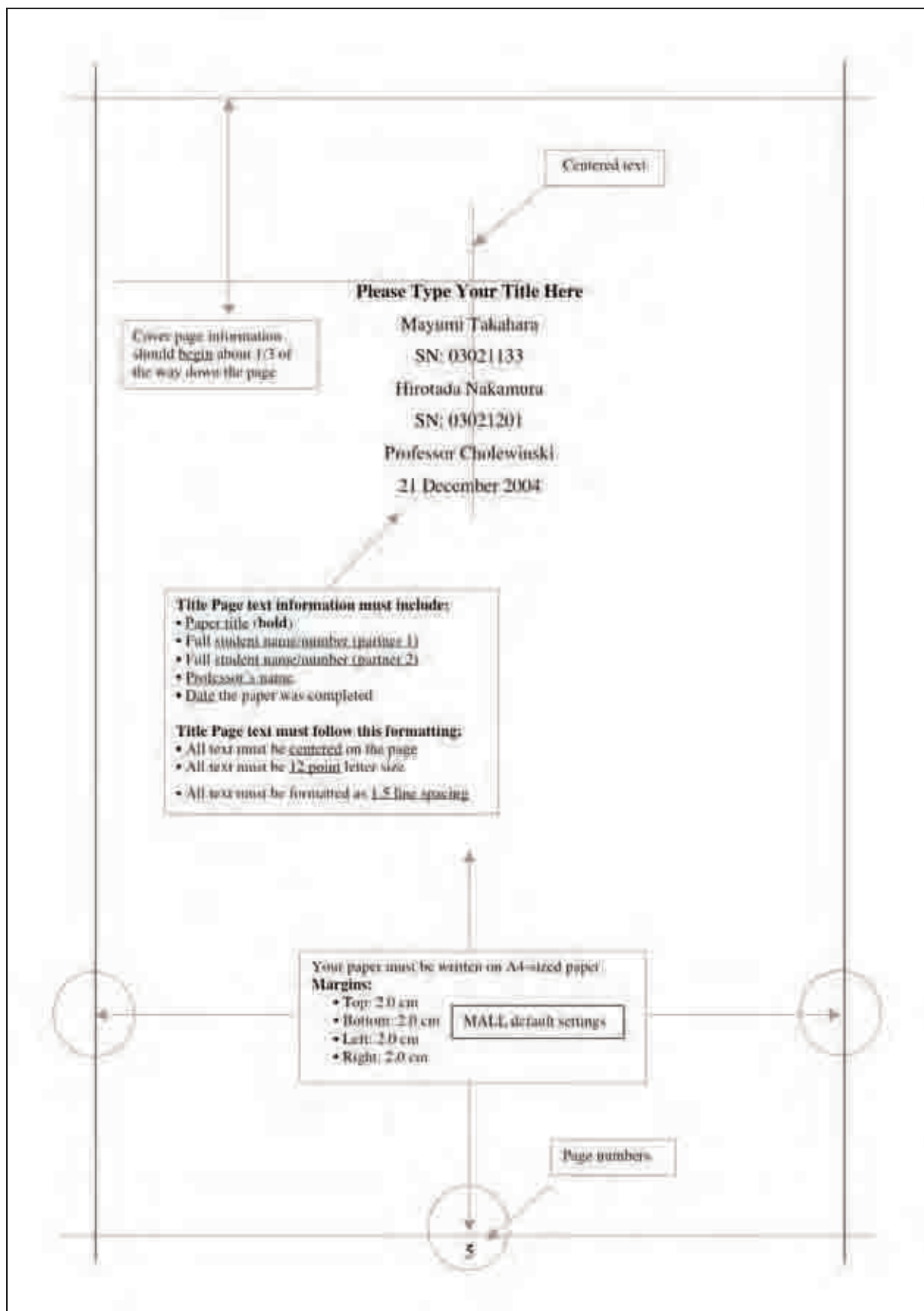
- **Section-4: Effects on lifestyles**

Give a brief explanation about how this issue/topic is changing or affecting Japanese people's lifestyles. How are people responding to this issue/topic? Give examples, graphics, and include your own thoughts and opinions.

- **Section-5: Conclusion**

Generally speaking, how will this issue/topic affect the future of Japan. What are some suggestions (from you or others) for dealing with this issue/topic? Give examples, graphics, and include your own thoughts and opinions. Finish with a some kind of a personal comment about the issue/topic to the reader.

- **Reference Page** (see guide on page 8)



Well-being of Japan: Content page guidelines

Introduction

The first line of your paragraphs must be indented 5 spaces. You must create this TAB setting, do not use the space-bar to indent your paragraphs. There are no spaces between paragraphs. If you do not know how to do this, ask a classmate or the instructor. The first line of your paragraphs must be indented 5 spaces. You must create this TAB setting, do not use the space-bar to indent your paragraphs. If you do not know how to do this, ask a classmate or the instructor.

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Basic background information

The first line of your paragraphs must be indented 5 spaces. You must create this TAB setting, do not use the space-bar to indent your paragraphs. There are no spaces between paragraphs. If you do not know how to do this, ask a classmate or

The causes

Effects on Lifestyles

The first line of your paragraphs must be indented 5 spaces. You must create this TAB setting, do not use the space-bar to indent your paragraphs. There are no spaces between paragraphs. If you



do not know how to do this, ask a classmate or the instructor. The first line of your paragraphs must be indented 5 spaces. You must create this TAB setting, do not use the space-bar to indent your paragraphs. If you do not know how to do this, ask a classmate or the instructor. The first line of your paragraphs must be indented 5 spaces. You must create this TAB setting, do not use the space-bar to indent your paragraphs.

Content Page text information:

- All text must be left justified
- Paragraphs must be indented 5 spaces (no double space)
- No spaces between paragraphs
- No spaces between sections
- All text must be 12 point letter size
- All text must be formatted as 1.5 line spacing
- Section heads must be **bold**
- Chapters must be text aligned

Well-being of Japan: In-text References & the Reference List

For your report, you will use information from three kinds of sources. Some of the information in your report can be "quoted" copied/pasted from an information source and then "quoted" (there is a limit). Most of the information in your report will be your own ideas *or* information from a source that you have *paraphrased*.

① "Quoting" 直接引用

Here is the original information from Mikiko Fujita's article that is used in example below:

When a child behaves badly, most people immediately think that the parents are the cause.

The researcher Mikiko Fujita says, "When a child behaves badly, most people immediately think that the parents are the cause" (Fujita, 1989). But I think there are other influences that affect children. Many researchers say that media plays an important role in how children learn to interact with those around them.

We use "quotation marks" to show the exact information we copied from the book, articles, etc.

One space after the comma.
One space after the last quotation mark.

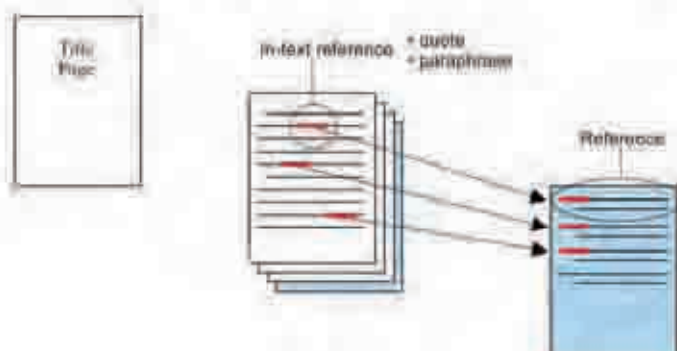
② Paraphrasing 言い換える

Here is the original information from Mikiko Fujita's article that is used in example below:

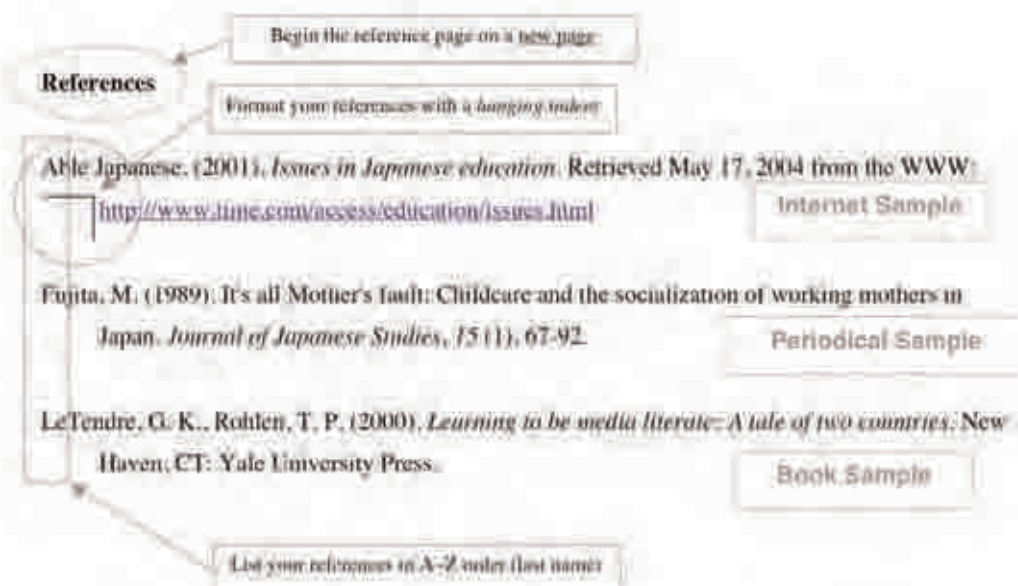
When a child behaves badly, most people immediately think that the parents are the cause.

When children are bad, many people quickly blame the parents for a child's behavior (Fujita, 1989). But I think there are other influences that affect children. Many researchers say that media plays an important role in how children learn to interact with those around them.

We don't use "quotation marks" because we are not showing exactly (word-for-word) information from the source.



Well-being of Japan: Reference Page



Appendix 3: Baseline questionnaire form

Junior & High School Questionnaire: 2005

Page 1 of 4

Part I: My Junior High School Days

Please circle your answers.

1. On average, my junior high school classes had about _____ students.	20 or less	20-29	30-39	40-49	50-59	more than 60
2. In general, my junior high school classes were _____ type.	0	1-2	3-4	5-6	7-8	9-10
3. About how many of your junior high school courses (i.e., math, science, etc.) were workshops?	0	1-2	3-4	5-6	7-8	9-10

4. How many of your junior high school courses (i.e., math, science, etc.) were workshops?

1. My time as junior high student was _____.	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
--	-------------------	---------------------	---------	------------------	----------------

2. Studying in junior high school _____.	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
--	-------------------	---------------------	---------	------------------	----------------

3. In junior high school, studying was _____.	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
---	-------------------	---------------------	---------	------------------	----------------

4. I have my best _____.	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
--------------------------	-------------------	---------------------	---------	------------------	----------------

5. I had more opportunities to study with partners and groups in junior high school _____.	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
--	-------------------	---------------------	---------	------------------	----------------

6. Information & topics I learned in various junior high school courses _____.	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
--	-------------------	---------------------	---------	------------------	----------------

7. Information & topics I learned in various junior high school courses _____.	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
--	-------------------	---------------------	---------	------------------	----------------

8. In junior high school, getting good grades was _____.	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
--	-------------------	---------------------	---------	------------------	----------------

9. Generally, spending time _____ the topics that _____ students in junior high school _____.	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
---	-------------------	---------------------	---------	------------------	----------------

	1	2	3	4	5	
10. Generally speaking, my junior high school teachers treated me <u>fairly badly</u> .	strongly disagree	disagree	neutral	agree	strongly agree	
11. When I was in junior high school, I was able to <u>understand</u> about topics	strongly disagree	disagree	neutral	agree	strongly agree	
12. Generally speaking, I had to work <u>hard</u> <u>about</u> my junior high school classes	strongly disagree	disagree	neutral	agree	strongly agree	
13. In junior high school, I was <u>satisfied</u> with the amount of teacher-student relationship I could live	strongly disagree	disagree	neutral	agree	strongly agree	
14. In junior high school, I was <u>able</u> to <u>change</u> my own study topics	strongly disagree	disagree	neutral	agree	strongly agree	
15. In my junior high school classes, I <u>couldn't</u> <u>study</u> my own work pace.	strongly disagree	disagree	neutral	agree	strongly agree	
16. In my junior high school classes, I <u>couldn't</u> <u>understand</u> topics <u>deeply</u> .	strongly disagree	disagree	neutral	agree	strongly agree	
17. My junior high school classes <u>challenged</u> me <u>academically</u> (about school work)	strongly disagree	disagree	neutral	agree	strongly agree	
18. I <u>noticed</u> that my <u>academic</u> <u>background</u> <u>helped</u> me to study at high school	strongly disagree	disagree	neutral	agree	strongly agree	
19. <u>Studying</u> in junior high school was <u>helpful</u> for me to study at high school	strongly disagree	disagree	neutral	agree	strongly agree	
20. I <u>worried</u> about <u>academic</u> in junior high school	strongly disagree	disagree	neutral	agree	strongly agree	

Part II: My High School Days

Page 3 of 4

Circle your answer.

	20 or less	21-25	26-30	31-35	36-40	more than 40
1. On average, my high school classes had about _____ students.						
2. In general, my high school classes were _____ size.	1-20	21-25	26-30	31-35	36-40	more than 40
3. About how many of your high school courses (in math, science, etc.) were working jobs?	0	1-2	3-4	5-6	7-8	9-10

	1	2	3	4	5	6
4. My time in high school was enjoyable.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
5. Studying in high school was interesting for me.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
6. In high school, studying was more enjoyable for me than spending time with my friends.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
7. I trust my best friend shared in high school.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
8. I find it more enjoyable to study with partners and groups in high school.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
9. Information & topics I learned in my high school classes were useful in my other classes.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
10. Information & topics I learned in my high school classes were useful for my life outside of school.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
11. In high school, getting good grades was motivating to me.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
12. Generally speaking, I liked the topics that I learned in high school.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
13. Generally speaking, my high school classes helped me become a better student.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree

	1	2	3	4	5	
11. I found I was in high school. I was able to learn things much faster.	strongly disagree	moderately disagree	neutral	somewhat agree	strongly agree	
12. Generally speaking, I had to work hard during my high school classes.	strongly disagree	moderately disagree	neutral	somewhat agree	strongly agree	
13. In high school, I was satisfied with the amount of teacher help I could get.	strongly disagree	moderately disagree	neutral	somewhat agree	strongly agree	
14. In high school, I was able to choose my own study topics.	strongly disagree	moderately disagree	neutral	somewhat agree	strongly agree	
15. In my high school classes, I learned my own work faster.	strongly disagree	moderately disagree	neutral	somewhat agree	strongly agree	
16. In my high school classes, I had enough time to understand topics deeply.	strongly disagree	moderately disagree	neutral	somewhat agree	strongly agree	
17. My high school classes challenged me enough to succeed.	strongly disagree	moderately disagree	neutral	somewhat agree	strongly agree	
18. My high school experiences prepared me for university-style studying.	strongly disagree	moderately disagree	neutral	somewhat agree	strongly agree	
19. I, worried about SAT/TOEFL exams in high school.	strongly disagree	moderately disagree	neutral	somewhat agree	strongly agree	
20. I work more classes like my high school classes.	strongly disagree	moderately disagree	neutral	somewhat agree	strongly agree	

その他コメント

Appendix 4: Baseline data results (combined)

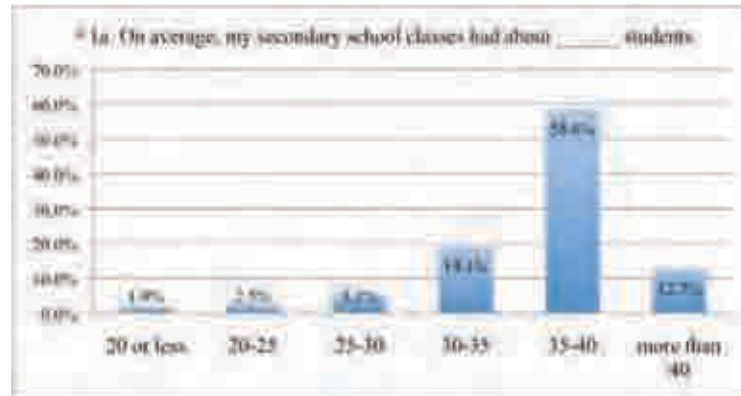


Figure 1: Baseline survey question 1a

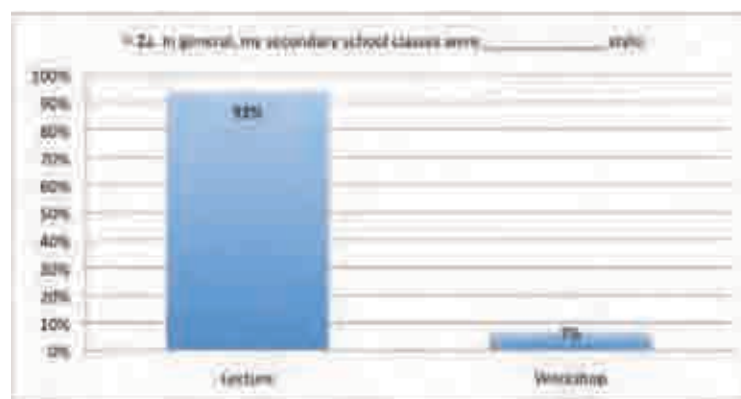


Figure 2: Baseline survey question 2a

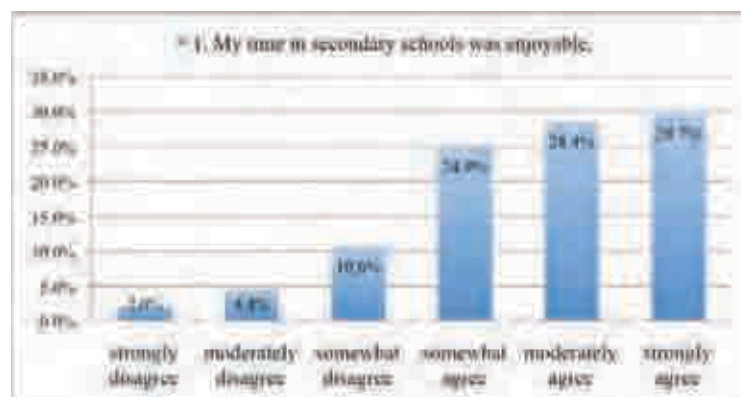


Figure 3: Baseline survey question 1

Appendix 5: 5-item questionnaire preparation form

Joho-Eigo MALL 1st Semester Final Activity

Directions: Below are the questions that will be used in the final activity for this class. Use your best English ability to prepare one clear and detailed paragraph (answer) for each of the following questions. Remember, good communication depends upon your use of personal opinions, examples, and explanations. You may write on the back of this sheet. ***You must bring this print to the next class, it will be used as your attendance slip.***

1. This was not a 'lecture' class. This was an 'experience by doing' class. This means that the teacher did not 'feed' you information, you had to struggle with the language, the ideas, and tasks mostly with by yourself and with your partner. What are your thoughts about this kind of learning experience? *(Please take time and give a detailed explanation)*

2. Explain what you think or feel about your partner experiences during this project. Did these thoughts or feelings change during the semester? *(Please take time and give a detailed explanation)*

3. This project had many parts (English, research, working together, layout, and so on.). Which part(s) did you value the most and why? *(Please take time and give a detailed explanation)*

4. How has your thinking about *school* or *education* changed since working on this project? *(Please take time and give a detailed explanation)*

5. This project challenged you in many ways. What kinds of things did you learn from these challenges? *(Please take time and give a detailed explanation)*

*Please give any extra comments, complaints, or suggestions about anything related to this class. Comments will not affect your course evaluation.

Appendix 6: 5-item questionnaire PVEM+ results

Miho 181_M

=====Question-1=====

This class was not easy for me, but this class was very useful to progress my English skills. I think that it is important for me to struggle with English. If my teacher support all things for me, my English skills can't be good well. So this class was very important. Lecture class is also important, but experience by doing class is better I think. Because I could get various feeling, and problem. So I could be strong to solve some problem.

=====Question-2=====

I think my partner and I could have good communication during this project. First, we didn't know each other well. I worried about my partner. But she is very kind and supporting for me. My partner has good English skills. So if I had some trouble, my partner often helped me. And If my partner confused something, I could help my partner. So we could help each other. I made so happy, and get a good feeling. Now I want to say "Thank you." for my partner.

=====Question-3=====

I think most important things that it is working together. Because this project was not easy for me. It was hard for me to complete this project myself. Because this project had long pages and need to a lot of information. So if my partner and I could not have a good communication, this project didn't go well. So I think cooperation is very important. If I had to do everything to create this project, I could not it. I could learn about importance of a peer.

=====Question-4=====

To do this project, I often went to the library and researching some information with the Internet. I and my partner often stayed at the school to create this project. I think school life is better than before time. Because, I could learn about a lot of new knowledge and some information during this project. I enjoyed to learn about some information. I think that learning is significant. Because to learn about new things I could get new finding and discovery.

=====Question-5=====

This project was very useful for me to learn about many ways. For example, English skills were very important and also working together was the most important things for me. I could learn to have importance of my classmates. I became to grow thanks for my partner, my teacher and around people. I want to continue learning English very hard. Next semester, I want to lead a good school life. Thank you for reading my opinion. I hope you enjoy summer vacation.

Appendix 7: Perceived Values questionnaire form

John-Elgo MALL-IV Class Questionnaire, November 2004

This questionnaire is for Professor Cholewlak's research and will not be used to evaluate you. If you want Prof. Cholewlak to use your answers, please sign your name below. If you do not want your answers used for research, do not sign your name.

Student Name: _____

Circle one: Male Female

Make a circle around
your answer

WORKING WITH PARTNERS (in this class)

	1	2	3	4	5	6
1. In general, working with a partner in this class was _____ for me.	very hard	hard	kind of hard	kind of easy	easy	very easy
2. Working with a partner was _____ for me than it was for the other students in this class.	much harder	moderately harder	somewhat harder	somewhat easier	moderately easier	much easier
3. Completely standing, working with a partner in this class was _____ for me.	very boring	moderately boring	somewhat boring	somewhat interesting	moderately interesting	very interesting
4. I think that I have been _____ partner in this class.	a very bad	a moderately bad	a somewhat bad	a somewhat good	a moderately good	a great
5. How much did you like working with a partner in this class?	disliked it very much	moderately disliked it	somewhat disliked it	somewhat liked it	moderately liked it	liked it very much
6. Since being in this class, my opinion of partner work has become _____.	much lower	moderately lower	somewhat lower	somewhat higher	moderately higher	much higher
7. In this class, working with a partner _____ my motivation.	strongly decreased	moderately decreased	somewhat decreased	somewhat increased	moderately increased	strongly increased
THE WORKSHOP STYLE OF THIS CLASS (my pace, my topic, partner work, class projects, independent work, and so on.)						
8. In general, I think that workshop-style classes are _____.	very boring	moderately boring	somewhat boring	somewhat interesting	moderately interesting	very interesting
9. _____ working in a class with less many activities.	strongly dislike	moderately dislike	somewhat dislike	somewhat like	moderately like	strongly like
10. In general, spending a longer amount of time on a topic is _____ for me.	very worrisome	moderately worrisome	somewhat worrisome	somewhat worthwhile	moderately worthwhile	very worthwhile

11. In this class, learning about my topic became more important to me than my grade.	1 Strongly disagree	2 moderately disagree	3 somewhat disagree	4 somewhat agree	5 moderately agree	6 strongly agree
12. In general, I _____ learning in a workshop-style class.	1 strongly dislike	2 moderately dislike	3 somewhat dislike	4 somewhat like	5 moderately like	6 strongly like
13. The workshop-style of this class helped me stay motivated.	1 Strongly disagree	2 moderately disagree	3 somewhat disagree	4 somewhat agree	5 moderately agree	6 strongly agree
14. I am satisfied with the amount of help I could get from the teacher in this class.	1 Strongly disagree	2 moderately disagree	3 somewhat disagree	4 somewhat agree	5 moderately agree	6 strongly agree
REPORT WRITING SKILLS (layout, paraphrasing, references, quoting, and so on)						
15. I _____ working on report writing skills.	1 strongly dislike	2 moderately dislike	3 somewhat dislike	4 somewhat like	5 moderately like	6 strongly like
16. Being good at report writing skills is _____ for me.	1 very unimportant	2 moderately unimportant	3 somewhat unimportant	4 somewhat important	5 moderately important	6 very important
17. The writing skills that I learn in this class are _____ for what I do in my other classes.	1 very useless	2 moderately useless	3 somewhat useless	4 somewhat useful	5 moderately useful	6 very useful
18. The writing skills that I learn in this class are _____ for my life outside of school.	1 very useless	2 moderately useless	3 somewhat useless	4 somewhat useful	5 moderately useful	6 very useful
19. In general, writing an English report is _____ for me.	1 very hard	2 moderately hard	3 somewhat hard	4 somewhat easy	5 moderately easy	6 very easy
20. Writing an English report is _____ for me than it is for other students.	1 much harder	2 moderately harder	3 somewhat harder	4 somewhat easier	5 moderately easier	6 much easier

	1	2	3	4	5	6
21. Writing my report in this class was _____ for me.	very meaningless	moderately meaningless	somewhat meaningless	somewhat meaningful	moderately meaningful	very meaningful
GENERAL CLASS CONTENT						
22. My experiences in this course will help me write better in my classes next year.	1. Strongly disagree	2. moderately disagree	3. somewhat disagree	4. somewhat agree	5. moderately agree	6. strongly agree
23. I _____ working on my English skills in this class.	1. strongly dislike	2. moderately dislike	3. somewhat dislike	4. somewhat like	5. moderately like	6. strongly like
24. Getting good grades in English is _____ for me.	1. very unimportant	2. moderately unimportant	3. somewhat unimportant	4. somewhat important	5. moderately important	6. very important
25. The study topics in this class are _____ for what I do in my other classes.	1. very useless	2. moderately useless	3. somewhat useless	4. somewhat useful	5. moderately useful	6. very useful
26. The study topics in this class are _____ for my life outside of school.	1. very useless	2. moderately useless	3. somewhat useless	4. somewhat useful	5. moderately useful	6. very useful
MY CLASS PAGE						
27. Being able to choose my own topic is _____ to me.	1. very unimportant	2. moderately unimportant	3. somewhat unimportant	4. somewhat important	5. moderately important	6. very important
28. Learning how to control my own work pace is _____ for me.	1. very unimportant	2. moderately unimportant	3. somewhat unimportant	4. somewhat important	5. moderately important	6. very important
29. In general, controlling my own work pace is _____ for me.	1. very hard	2. moderately hard	3. somewhat hard	4. somewhat easy	5. moderately easy	6. very easy
30. Controlling my own work pace is _____ for me than it is for other students.	1. much harder	2. moderately harder	3. somewhat harder	4. somewhat easier	5. moderately easier	6. much easier

COMPARING CLASSES (compare this workshop-style class vs. **your other nonworkshop style** classes)

	1	2	3	4	5	6
21 Compared to my other classes, I have more teacher/interaction in this class.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
22 Compared to my other classes, this is _____	1	2	3	4	5	6
23 In general, I think that lecture-style classes are _____	1	2	3	4	5	6
24 Compared to my other classes, I understand topics more deeply in this class.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
25 Compared to my other classes, I have made more self-improvement in this class.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
26 This class challenges me more than my nonworkshop-style classes.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
27 In general, I think that non-workshop-style classes are _____	1	2	3	4	5	6
28 I have to work much harder in this class than in my nonworkshop classes.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
29 In general, I prefer this workshop-style class more than a traditional lecture-style class.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree
30 I want more classes like this one.	strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree

Appendix 8: Perceived Values questionnaire results

Perceived Value questionnaire items and data arranged according to the 8 internal and external factor categories, with results figured for the aggregate data (83), the PVEM data (8), and the 4 case individuals' data (4).

83 = Figures for aggregate perceived value data

8 = Figures for top 10% of PVEM data

4 = Figures for 4 case individuals' perceived value data

Attainment Value

11. In this class, learning about my topic became more important to me than my grade.

Strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
	2%	6%	31%	47%	13%	83
			25%	50%	25%	8
			25%	25%	50%	4

16. Being good at report writing skills is unimportant/important for me.

very unimportant	moderately unimportant	somewhat unimportant	somewhat important	moderately important	very important	Respondents
		4%	16%	35%	45%	83
				37.5%	62.5%	8
				25%	75%	4

34. Compared to my other classes, I understand topics more deeply in this class.

strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
		12%	31%	44%	13%	83
	12.5%			62.5%	25%	8
	25%			25%	50%	4

35. Compared to my other classes, I have made more self-improvement in this class.

strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
	2%	4%	35%	46%	13%	83
			12.5%	50%	37.5%	8
			25%	25%	50%	4

Appendix 9: Semester 2 change-essay form

If you **agree** to let Prof. Cholewinski use your content as data for his research, write your student number in the box. If you **don't** want your content used as data, leave the box empty.

Directions: Complete the *opinion-sentence below by choosing the expression from the box that is most appropriate for you. Then, explain the reasons for your opinion in your best English writing. Remember, good communication depends upon your use of personal opinions, examples, and explanations.

- very meaningless
- moderately meaningless
- somewhat meaningless
- somewhat meaningful
- moderately meaningful
- very meaningful



*Participating in this year's Joho-Eigo MALL course activities was _____ for me...



Continue on other side...

Appendix 10: Semester 2 Change-essay PVEM+ results

=====

Miho 181_M

Participating in this year's Joho-Eigo MALL course activities was moderately meaningful for me.

I think that this class is very useful. Because this class gives me a lot of chance to learn about some issue. The issue is difficult or close to us and so on. So I could search using the internet and reading a lot of books and magazines. It wasn't easy for me, but I could study many things. For example, there are child abuse and information society in Japan, and serious problems. So I have a chance to consider about society. And I could progress my English skills in this class. I think first work was very good. My partner and I could have good cooperation. When we finished out project we could feel a lot of pleasure for each other. I think this feeling is very important to do something.

This class isn't easy, but I think this class gives me a lot of good knowledge, information and experiences. I know a lot of reports relate to progress in my English skills. So I could have good time to study English and I have to reconsider our problem in this society.

In this year, I could have good experiences in this class and in this university. So I want to say thank you for my friends, teacher and family. And I want to continue to study English very hard.

=====

Hiroko 143_O

Participating in this year's Joho-Eigo MALL course activities was very meaningful for me.

I could learn about pair work, researching information, writing simple report and so on from this class. For example, the projects of this semester was pair work. We must cooperate with our own partner and we also must talk, because if we didn't talk the report would not be good.

And researching many information is important, because we can get a lot of information from the internet, books, magazines and so on. If we used all the information then the report would not take shape. So we had to research and gather information we needed. This activity will be useful in the future. And I think writing a report in English was very good experience for me. Because I could learn many new words, grammar and writing style of report. I could gain knowledge. It is very important for my future.

Before this class, I didn't make English sentence well, but now I can make more English sentences. And maybe, we will work with many other people after graduation, when the time comes there are some situation that we must cooperate with other people. At that time, these experiences will be useful. So, I think this class was very meaningful for me.

Appendix 11: How to keep a MALL Diary

Your MALL Diary is a place for you to tell Michael about your experiences in this class. The comments that you share help Michael understand how the class is going for you. Writing in a diary gives you extra time to think about what you want to communicate in English. Your content, grammar and spelling are not graded, so relax! Keeping the diary is very easy to do. After each class, just complete the following information on a new page in your B5 notebook:

a) Using the value scale below, decide how valuable each of these items were for you in class.

Less value -3 -2 -1 +1 +2 +3 More value

- Topic/Content
- Activities
- Work time/Pace
- Partner Interaction
- Teacher Interaction

b) After making your value scores, try to write at least a half a page to explain your experiences and ideas. Of course, you can include any other comments that you want to share!

Here is an example diary entry:

21 September 2004

Topic/Content	+1
Activities	-1
Work time/Pace	+3
Partner Interaction	+2
Teacher Interaction	+1

Comments:

Today was good for me, but a little hard!! I don't have so much vocabulary. And I need time to think what to do. Today I could have time. But the first activity was difficult for me to think. But my partner helped and we could understand what to do together. That's good for me. Because we each have good points. For example today Miki had more vocabulary but I was strong for writing. We cheered each other. I didn't know today's topic GENDER before and it was interesting to do the quiz. It looked difficult but it was interesting and not so hard. I like when you let us correct the quiz in class. Like that we can learn the topic quickly. That's all. See you next class! ☺

Appendix 12: MALL Diary results

=====

Ai Diary Entries: 139 lines

Entry: 10-7

Topic/Content +2

Activities +2

Work time/Pace +2

Partner interaction +2

Teacher interaction +2

Comments

Today was a good day for me because I and my partner finished out introduction paragraph. I think it was a good starting. But our topic is a little difficult. So I worry about time. I think we should get information as quickly as we can. And I and my partner have to talk about our topic sufficiently. Because I think when I'll make a report with partner, the most important thing is talking. According to talking, I and my partner could understand our opinion of each other. I think that connects to succeed. I think this class give me an opportunity of thinking. Recently, we don't think hard about everything. I think it is so bad trend for us. Therefore, I want to do my best each time.

Entry: 10-14

T/C +1

A +1

W/P +3

T/I +3

Comments

Today, my report was gotten taking form. But I want to write more and more, so I worry about working pace. In this time, a problem is whether I do my report deliberately. I don't want to give up!! I don't want to compromise!! I want to do my best as possible as I can. This time I really enjoy writing a report. It's very good and bad for me. Because, it is difficult for me to keep objective in my mind. This time my topic is my favorite thing. So I have a lot of matter that I want to write down. I want to have one more week except December 16th. Then I can afford to check my report more carefully.

Appendix 13: Interview topic prompts form

Interview Preparation

Below are the end-of-course interview topics. Please take a little time to prepare your ideas about as many of the topics as you can. This paper will not be collected. It is only to help you prepare or organize your ideas. Feel free to write notes in Japanese or English.

Directions:

Look at the topics. Try to think if your ideas/opinions about these topics have changed since experiencing our class. How did you feel about these topics before you participated in this course? How do you think about these topics now that our course has ended?

Before the Course	Now
<ul style="list-style-type: none">• Meaning of grades• Meaning of learning• View of yourself• Working with others• Creativity• Your motivators• Classroom <i>activities</i>• View of your teacher• Your priorities• View of your class peers• Teacher interaction• Peer interactions• Classroom atmosphere• Pace management• Making choices	

Appendix 14: Phase-1 coding search strings

In the list of terms below, OR and AND are Boolean search operators. The tilde (~) mark and a numeral signify a proximity search. For example, “happy busy”~10 will produce a search for the existence of the words *happy* and *busy* within 10 words of each other.

Attainment Value (26 items)

(Attainment of social or objective skills or knowledge: 21 items)

confidence OR accomplish OR understand OR skill OR knowledge OR information OR

improve OR progress OR ability OR finish OR learn OR can OR could OR able OR complete

OR achieve OR acquire OR know OR get OR change OR develop

(Attainment of relatedness: 5 items)

work together ~1 OR trust OR care OR make together ~1 OR relation

Intrinsic Value: (8 items)

like OR challenge OR enjoy OR happy OR active OR fun OR pleasure OR good

Difficulty Value (11 items)

difficult OR time OR hard OR homework OR effort OR strict OR struggle OR pressure OR

tired OR stress OR problem

Extrinsic Value (5 items)

useful OR work OR grade OR future OR job

Project (10 items)

project OR activity OR meaning OR experience OR useful OR value OR active OR high

school ~1 OR junior high ~1

Peer learning (11 items)

partner OR help OR cooperate OR opinion OR together OR friend OR responsible OR pair

OR share OR exchange OR relation

Self-regulation (10 items)

pace OR choose OR self OR responsible OR choice OR deadline OR decide OR independent

OR control OR duty

Teacher (5 items)

teacher OR teach OR depend OR advise OR advice

Appendix 15: Aggregate PVEM+ data

(Total: 3441 lines of textual data)

5-Item Questionnaire data: 216

Change-essay data: 127

Student Diary data: 543

4 Case Interview data: 2545

5-Item Questionnaire Data (216 lines of text)

Miho_181 (25 lines)

=====Question-1=====

This class was not easy for me, but this class was very useful to progress my English skills. I think that it is important for me to struggle with English. If my teacher support all things for me, my English skills can't be good well. So this class was very important. Lecture class is also important, but experience by doing class is better I think. Because I could get various feeling, and problem. So I could be strong to solve some problem.

=====Question-2=====

I think my partner and I could have good communication during this project. First, we didn't know each other well. I worried about my partner. But she is very kind and supporting for me. My partner has good English skills. So if I had some trouble, my partner often helped me. And If my partner confused something, I could help my partner. So we could help each other. I made so happy, and get a good feeling. Now I want to say "Thank you." for my partner.

=====Question-3=====

I think most important things that it is working together. Because this project was not easy for me. It was hard for me to complete this project myself. Because this project had long pages and need to a lot of information. So if my partner and I could not have a good communication, this project didn't go well. So I think cooperation is very important. If I had to do everything to create this project, I could not it. I could learn about importance of a peer.

=====Question-4=====

To do this project, I often went to the library and researching some information with the Internet. I and my partner often stayed at the school to create this project. I think school life is better than before time. Because, I could learn about a lot of new knowledge and some information during this project. I enjoyed to learn about some information. I think that learning is significant. Because to learn about new things I could get new finding and discovery.

=====Question-5=====

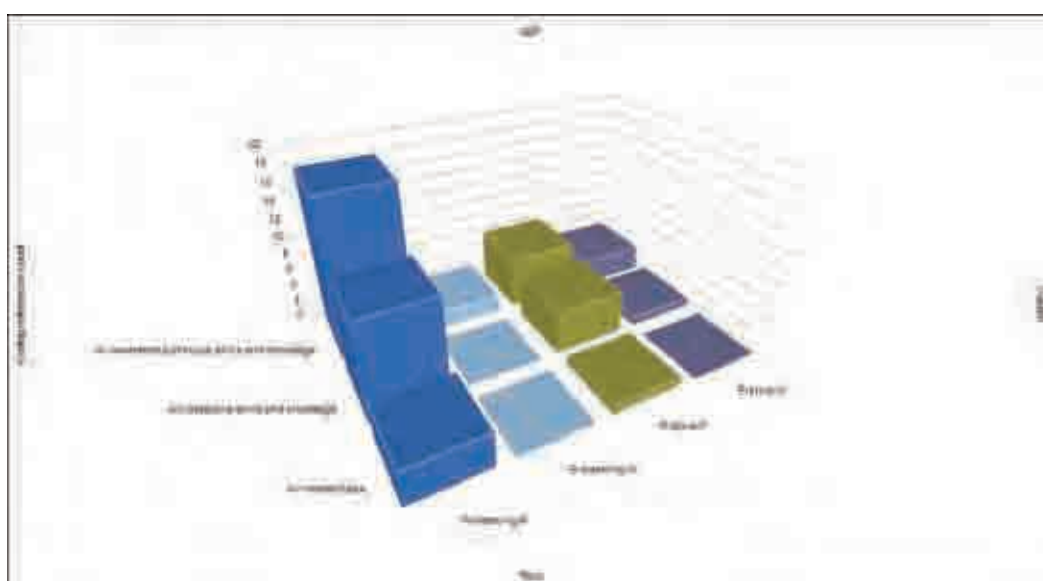
This project was very useful for me to learn about many ways. For example, English skills were very important and also working together was the most important things for me. I could learn to have importance of my classmates. I became to grow thanks for my partner, my teacher and around people. I want to continue learning English very hard. Next semester, I want to lead a good school life. Thank you for reading my opinion. I hope you enjoy summer vacation.

Appendix 16: Node-matrix intersection results (graphic & spread sheet)

The graphic and spreadsheet information for the node-matrix intersections is arranged according to the tabular data below.

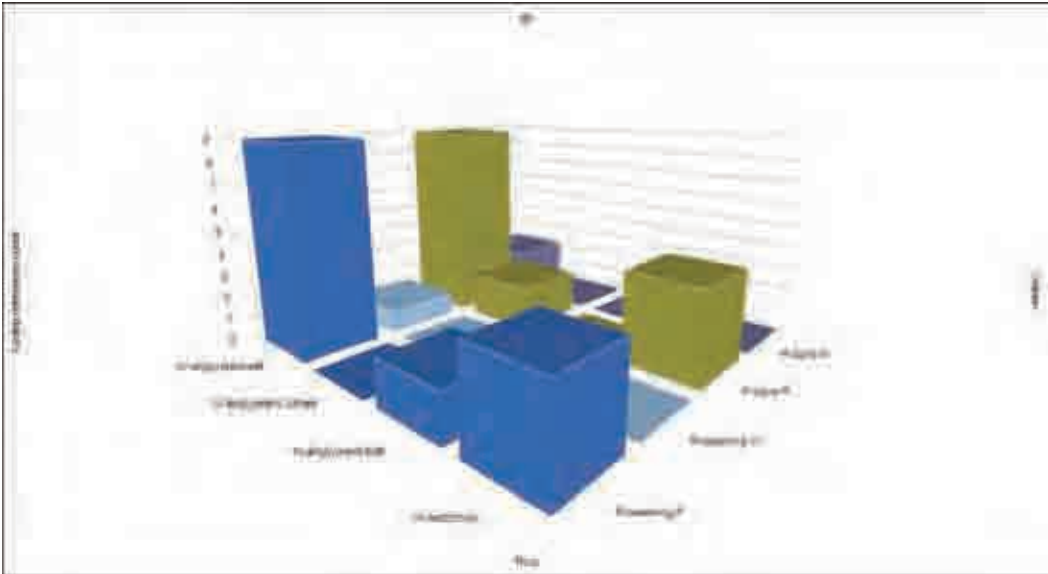
Perceived Value and Engagement Factor Code Node Intersections				
	External (including positive+ / negative-)			
	P = Project	PL = Peer Learning	S = Self-regulation	T = Teacher
Internal				
A = Attainment Value	AP	A-PL	AS	AT
I = Intrinsic Value	IP	I-PL	IS	IT
D = Difficulty Value	DP	D-PL	DS	DT
E = Extrinsic Value	EP	E-PL	ES	ET

AP node-matrix intersection

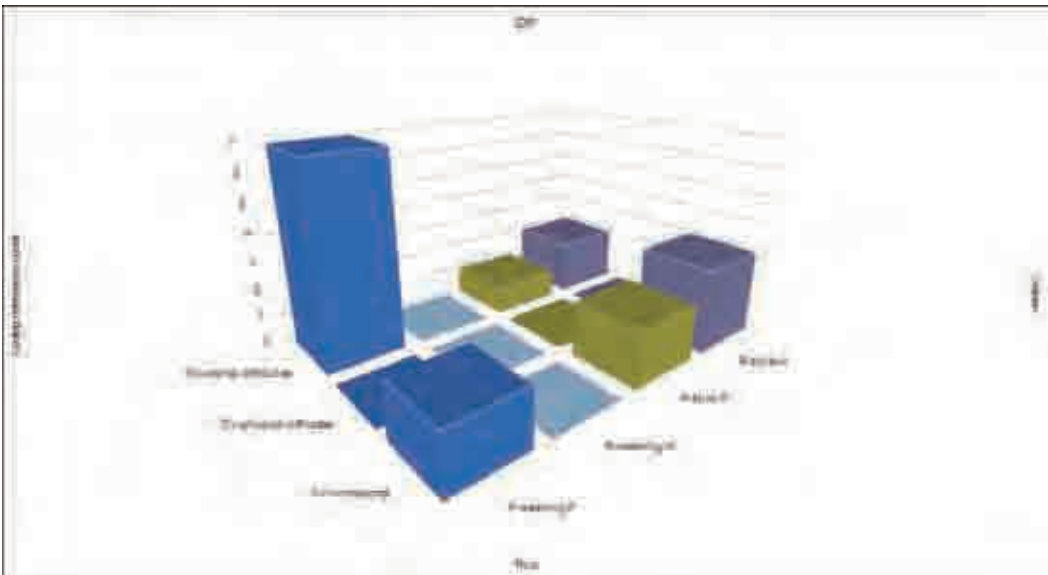


	A : AV-awareness of social skills and knowledge	B : AV-objective skills and knowledge	C : AV-motivation
1 : P-meaning-P	18	11	-4
2 : P-meaning-N	2	0	0
3 : P-style-P	6	5	1
4 : P-style-N	2	1	0

IP node-matrix intersection



DP node-matrix intersection



Appendix 17: Node-matrix intersection results (text)

The graphic and spreadsheet information for the node-matrix intersections are arranged according to the tabular data below.

Perceived Value and Engagement Factor Code Node Intersections				
	External (including positive+ / negative-)			
	P = Project	PL = Peer Learning	S = Self-regulation	T = Teacher
Internal				
A = Attainment Value	AP	A-PL	AS	AT
I = Intrinsic Value	IP	I-PL	IS	IT
D = Difficulty Value	DP	D-PL	DS	DT
E = Extrinsic Value	EP	E-PL	ES	ET

AP node-matrix intersection

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Project, Nodes\\Tree Nodes\\2 Phenomena\\Attainment Value]

<Internals\\1-CGI\\Ai 027_F> - § 3 references coded [10.37% Coverage]
Reference 1 - 4.60% Coverage

¶10: Because, if I didn't researched enough, I couldn't write reports. If I research deeply, I could write a great report.

Reference 2 - 2.36% Coverage

¶13: Because, I think to learn something need to become activity.

Reference 3 - 3.42% Coverage

¶13: Of course, our attitude must change to suite the class. We should become more activity.

<Internals\\1-CGI\\Chiaki 197_N> - § 3 references coded [5.45% Coverage]
Reference 1 - 3.43% Coverage

¶4: I think that this kind of learning experience was entirely new attempt for us.

Reference 2 - 0.04% Coverage
Reference 3 - 1.98% Coverage

¶10: In this class, I have learned shocking thing.

<Internals\\1-CGI\\Hiroko 143_O> - § 4 references coded [24.37% Coverage]
Reference 1 - 7.94% Coverage

¶4: Because, I can choose what I am interested in and work on my own speed. Also, everything is my responsibility and nobody helps me. I am an adult now, I need to be treated as an adult.

Reference 2 - 3.43% Coverage

¶4: I guess I could learn not only about religion also how to work with my partner.

Reference 3 - 10.10% Coverage

¶13: Universities are place to study, not only for playing with place. Now, many classes in NUFS are easy to get their credits. I think this system is wrong. We, students should know why we come to university and what we should do there.

Reference 4 - 2.91% Coverage

¶16: So I noticed that choosing and comparing information is important.

<Internals\1-CG\Kazuya 010_E> - § 2 references coded [5.13% Coverage]

Reference 1 - 2.69% Coverage

¶4: This kind of learning experience is very important knowledge.

Reference 2 - 2.43% Coverage

¶4: we will not forget the knowledge of learning experience.

<Internals\1-CG\Miho 181_M> - § 4 references coded [14.87% Coverage]

Reference 1 - 2.51% Coverage

¶4: but this class was very useful to progress my English skills.

Reference 2 - 5.87% Coverage

¶4: but experience by doing class is better I think. Because I could get various feeling, and problem. So I could be strong to solve some problem.

Reference 3 - 4.39% Coverage

¶10: If I had to do everything to create this project, I could not it. I could learn about importance of a peer.

Reference 4 - 2.09% Coverage

¶16: I could learn to have importance of my classmates.

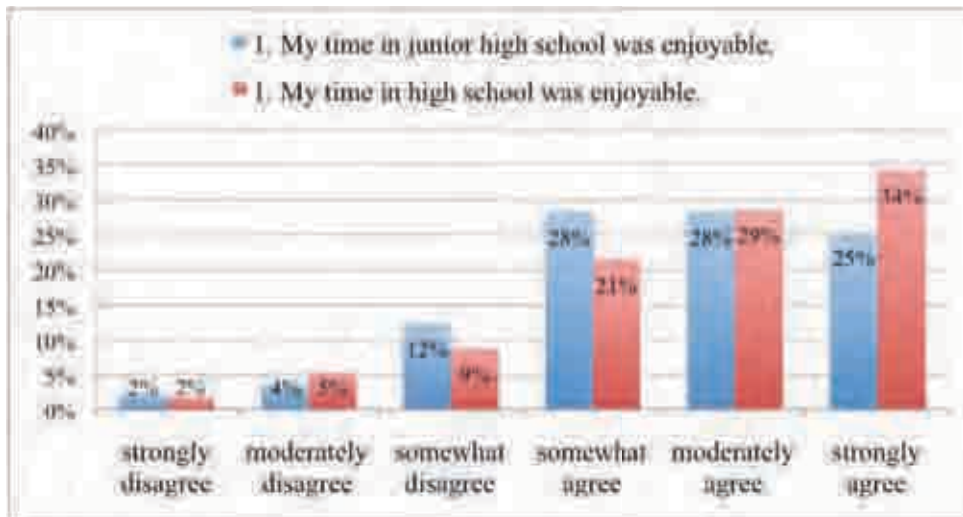
<Internals\1-CG\Noriko 028_E> - § 1 reference coded [11.63% Coverage]

Reference 1 - 11.63% Coverage

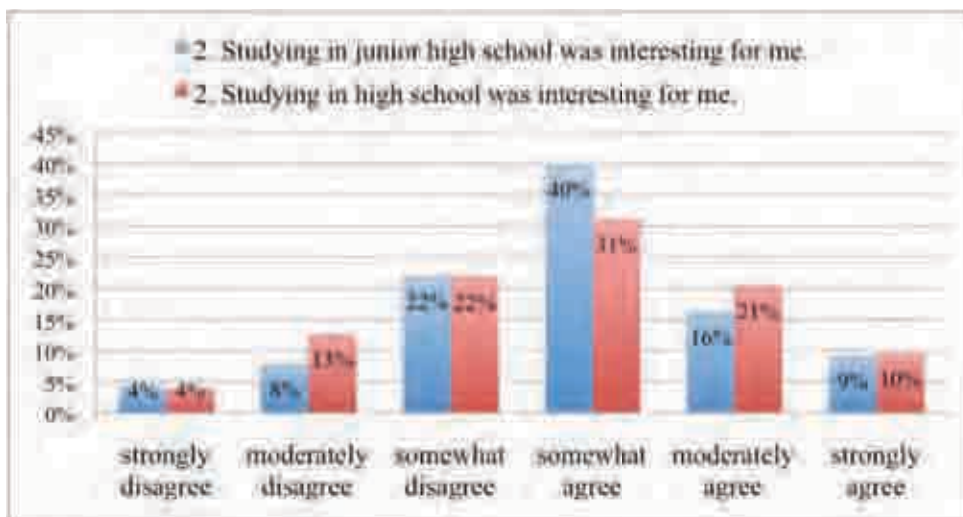
¶13: Classes which I have experienced were easy. Because it was ok to just hear teachers'. These classes is easy, but an ability of thinking something may not develop. I think we sometimes need the class like this to de

Appendix 18: Junior high and high school BD data compared

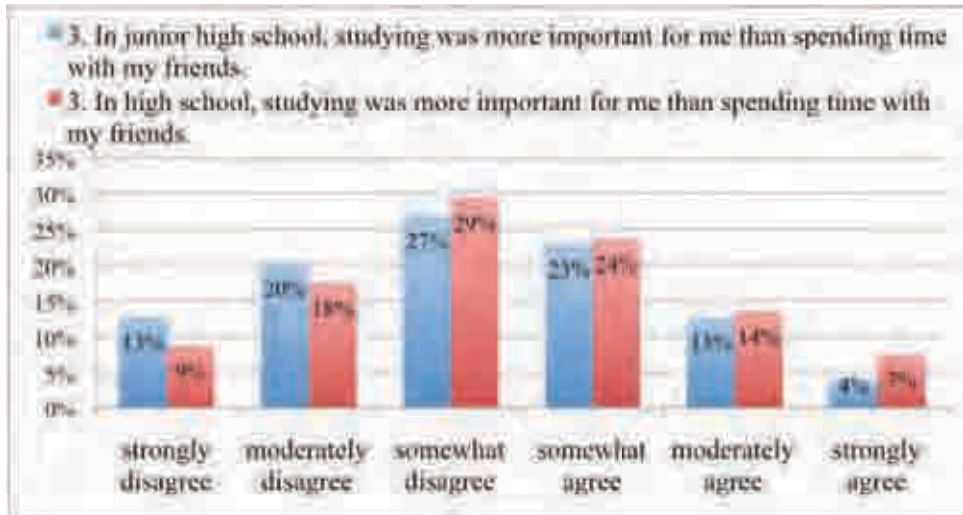
Question 1



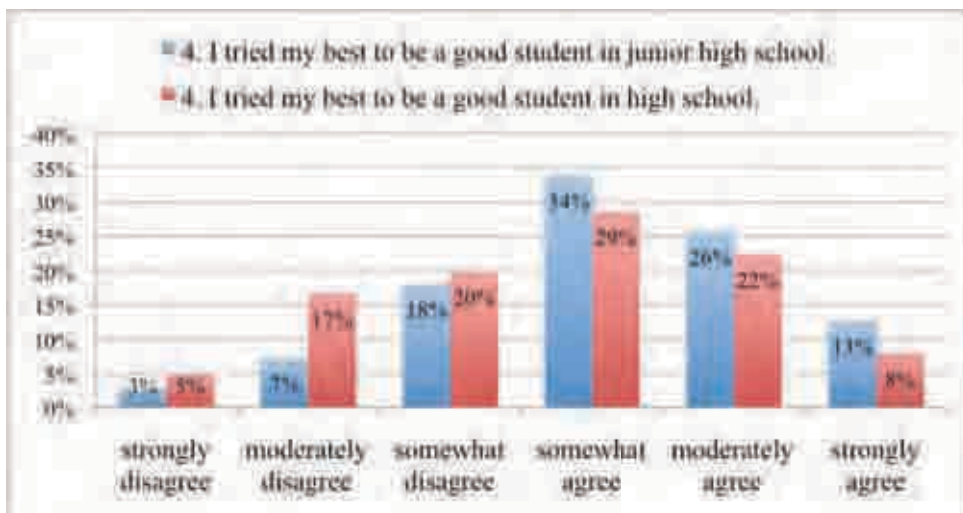
Question 2



Question 3



Question 4



Appendix 19: Teacher journal data

9/27/2004 - 6:56:51 PM

This is a beginning document template to help guide my journaling. I don't want to restrict my free-thinking about the various topics that may come up, but I think that I can be somewhat more specific about basics and then allow myself the freedom to range from these (and others) whenever I feel like doing so. So, what kind of questions do I feel that I need to address in the main when journaling about this class?

1. How did I feel going into the class and why?
2. What were the key elements of the class and why (what kind of considerations did I take into account to shape the lesson and or material)?
3. What were my impressions of how these elements fit into the larger structure of the course?
4. What were the students' impressions, reactions, etc., to the activities and material?
5. How did I feel leaving the class and why?
6. Other?

I feel certain that I will adjust this list of questions in the future and remain open to doing so. I actually think that this is kind of a cursory list and that I don't feel confident that I am understanding all of the various depths of considerations that I feel that I need to be dealing with.

One

9/21/04 3:15pm

Student Makeup:

Full classes. EFGH and MNO. Gender evenly split. I was worried that there might be an unequal gender mix. The odd number would make pairing a bit of a problem, and the "off" gender mix, I feel, might raise some of the students' affective levels. The boys are almost always less motivated class achievers in these ESL classes, which the girls are more generally more open or aggressive achievers. Sometimes the girls end up shouldering the higher burden of work-BUT sometimes the guys, being less motivated achievers, "fall" into place, or toe the line, or decide to not let the girls out-do them. Also, the gentleman factor seems to come into play, and the guys often tend to mellow out a bit in front of the more mature acting girls.

At any rate, the gender mix is equal, and I am pleased that the class has such a balance (surface balance?)

Familiarity:

Several of the students were my former 1st-year students.

While I recognized some of their faces, the fact that they were in my previous class did not immediately make any great impression on me. I do, however, want to question them to see if that previous experience left them with questions, skills, desires, complaints, etc.

Procedure:

A few *uso's* (no way) and a scattering of *muri's* (impossible) muttered during the packet handout and project introduction. Kept up a continual stream of positive 'you can do it' and 'think about it as experience for your future' commentary. Have to be honest, I was a little panicky. I felt as though I was pushing against a negative tide with a lot of fluffy positive teacher-cajoling. But once students started to feel free to get up and get next to chosen partners, things started to become kind of fluid and the mood changed...After they settled into choosing their topics, I almost felt un-needed. I walked around and it was almost as if I weren't there. They were so intensely into it. I almost fell off my chair when Taiko asked if it was 'okay' to do her report on the aging society in Japan

Appendix 20: Baseline data reviewer interview transcript

(M =) The interviewer, Michael Cholewinski

(Y=) The interviewee, Dr. Kazuyoshi Sato

Conducted: April 16, 2010

M: I'm Michael Cholewinski and I am going to interview Yoshi Sato, and, can I get your permission to use this for data?

Y: Of course.

M: Great. I have a number of questions I want to ask you. You were a high school teacher, is that right? In the past.

Y: Yes. Yes.

M: Senior high school?

Y: Yes.

M: And you went through the Japanese school system as well.

Y: Of course.

M: And so you have both a learner's experience and a teacher's experience for that learning situation.

Y: Yes.

M: My first question is, on my survey, the question that students had to respond to was, "I tried my best to be a good student in my secondary school life".

Y: Okay.

M: In my thinking, 'good' could have three meanings here: a) I tried not to cause trouble; b) I tried to be attentive and get good grades; or, c) I tried not to stand out. I just tried to be average. And so my question is, I know it depends on the individual, but my question to you is, "Which do you think is the most likely way a Japanese student would interpret that question?" Did the question mean I tried not to stand out, I tried to get good grades, I tried not to cause trouble...or maybe all three of them?

Y: I think, of course, it depends on each student...and on each school. Okay? Maybe in a prestigious school where academic grades are deemed more important...to be a good student would mean those students who worked hard to get the grades. But in the intermediate or lower level high schools, it doesn't mean anything. Good means I went to school every day without any absence and got credit, just went through the process, didn't cause any troubles.

M: Didn't make any waves, just...

Y: But I don't think 'C' is appropriate...

M: You mean to not stand out, to just be average...

Y: Right...so A or B, depending on the student and the situation.

M: What complicates this is that some schools focus on grades, and...

Y: That's right...

M: And some school focus on how the teacher appreciates the student...

Y: That's right...

M: It's a bit unfair...

Y: Sometimes 'good' students means, from teacher's perspective...not the student's. So sometimes they are definitely good, they had good behavior, didn't cause any trouble to the teacher...and so listened to the teacher. But he or she doesn't have to stand out...

M: The reason why I'm talking about this point is that my own children go to Japanese schools...and what an A means at their school (from a high reputation school), is very different from what an A means in a school in Minato Ward (lower level reputation). And so what 'good' means seems unfair both from a student's perspective and a teacher's perspective in the larger picture. Perceptions of what 'good' means are very different.

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Appendix 4: Baseline data results (combined)

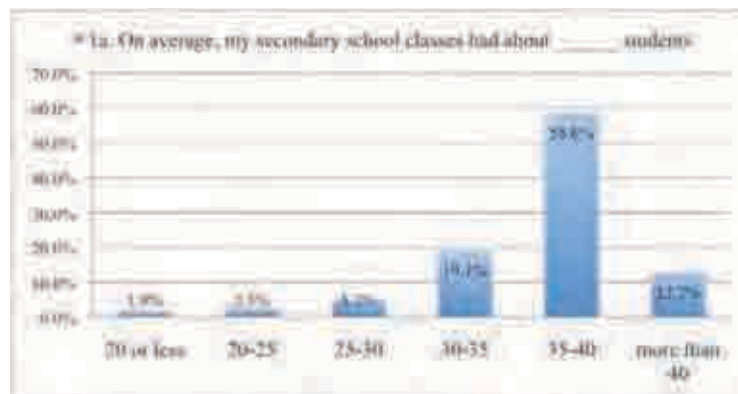


Figure 1: Baseline survey question 1a

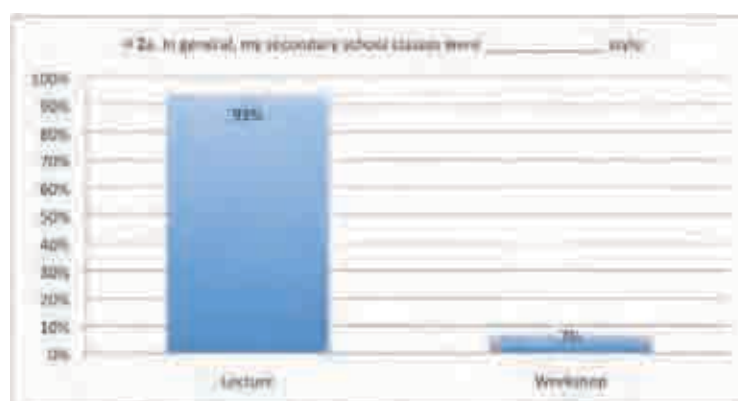


Figure 2: Baseline survey question 2a

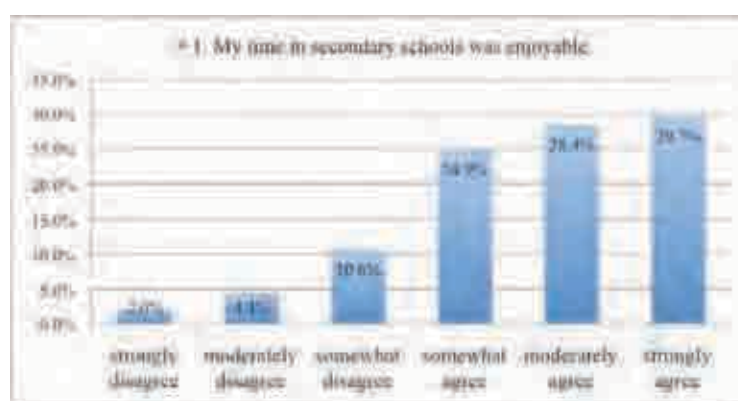


Figure 3: Baseline survey question 1

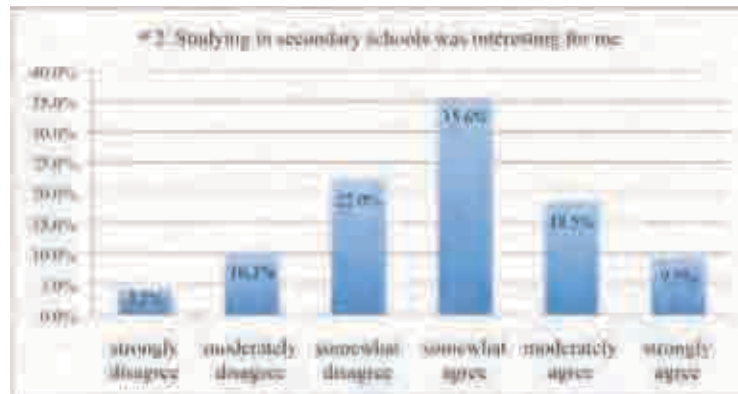


Figure 4: Baseline survey question 2

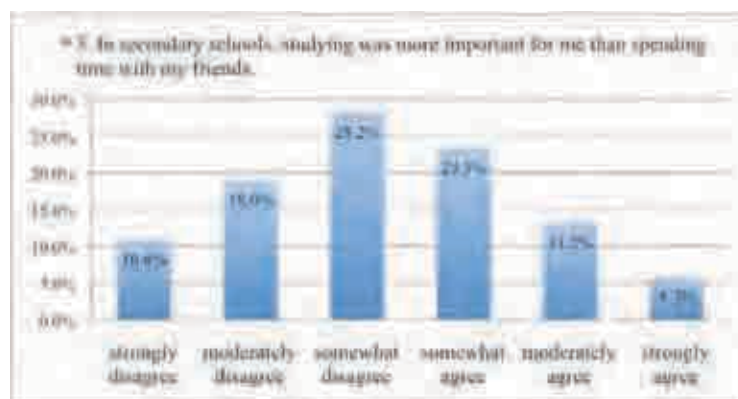


Figure 5: Baseline survey question 3

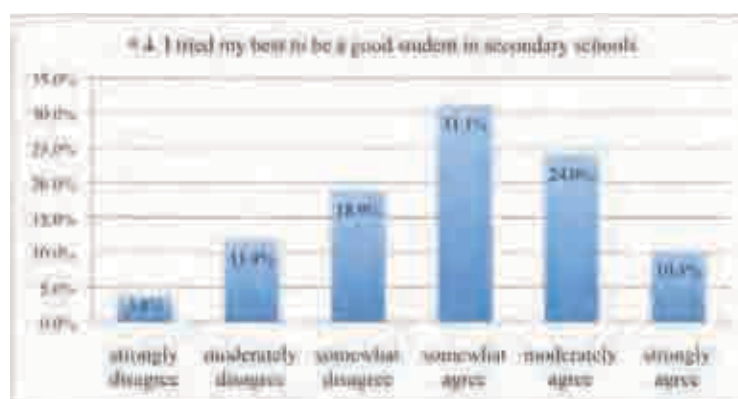


Figure 6: Baseline survey question 4

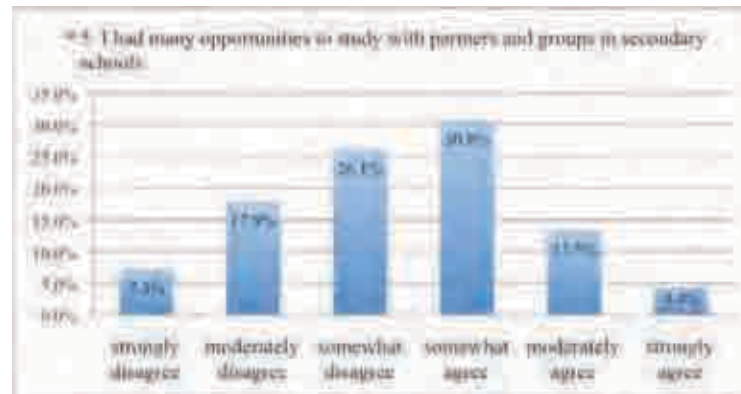


Figure 7: Baseline survey question 5

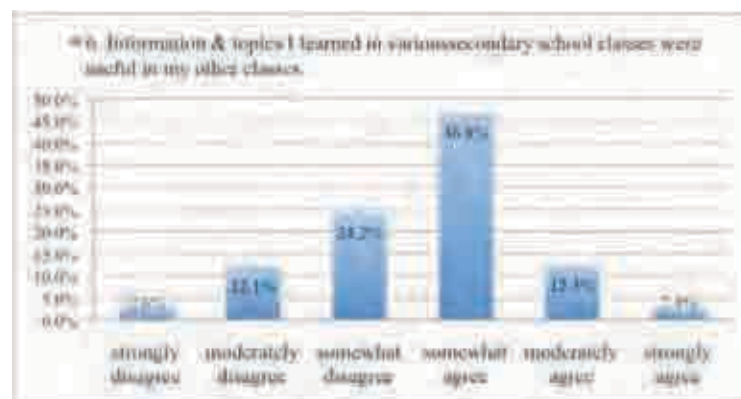


Figure 8: Baseline survey question 6

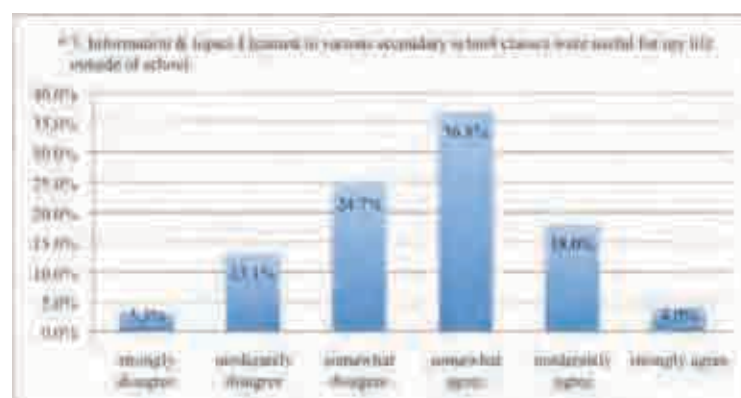


Figure 9: Baseline survey question 7

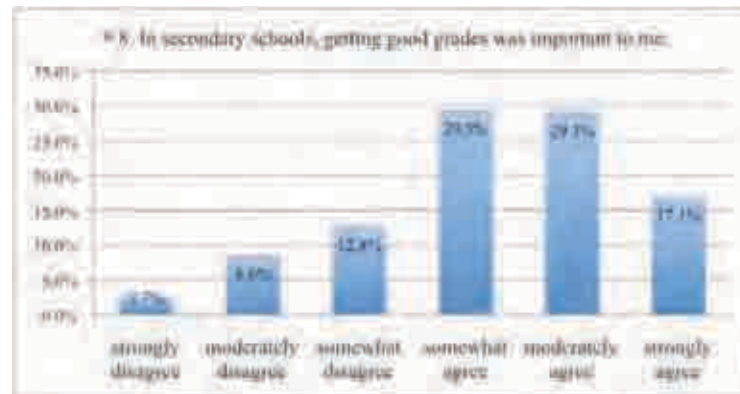


Figure 10: Baseline survey question 8

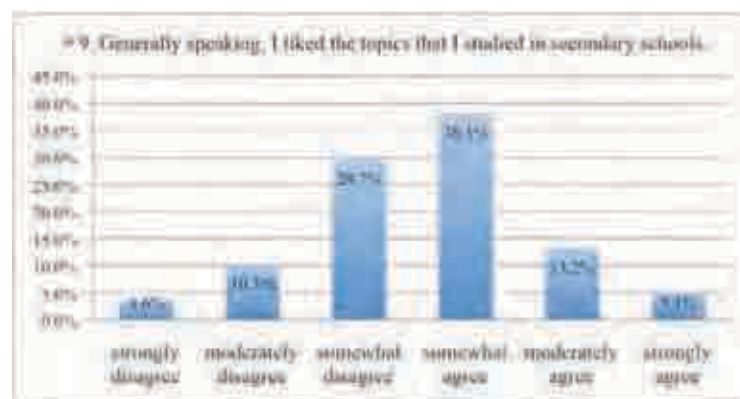


Figure 11: Baseline survey question 9

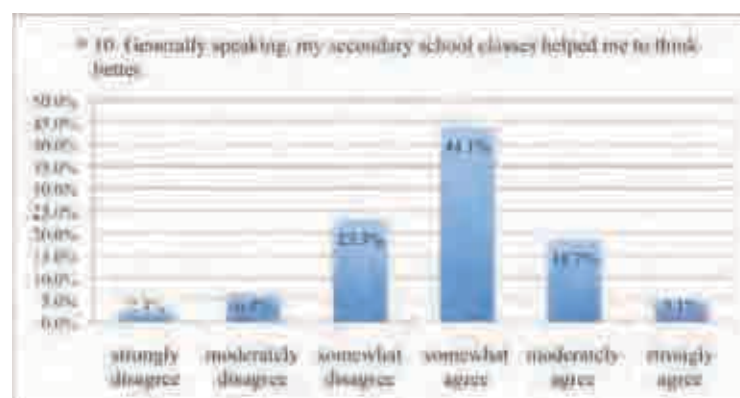


Figure 11: Baseline survey question 10

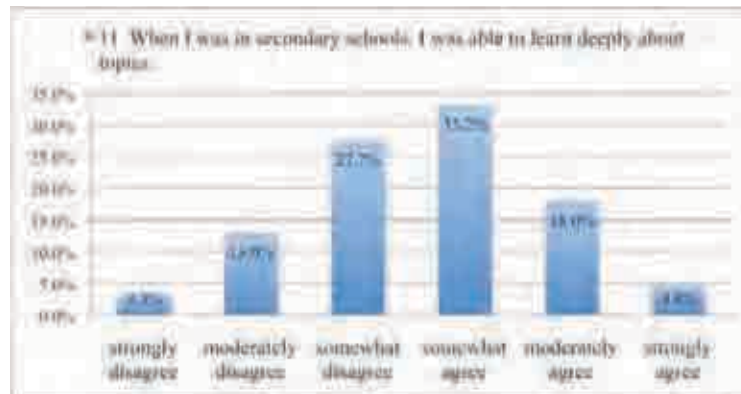


Figure 12: Baseline survey question 11

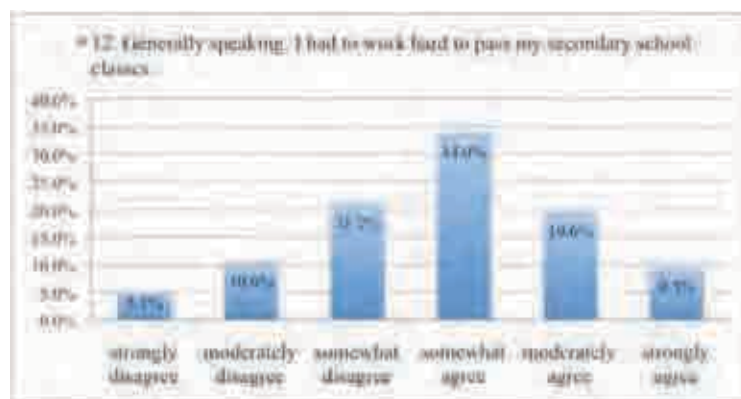


Figure 13: Baseline survey question 12

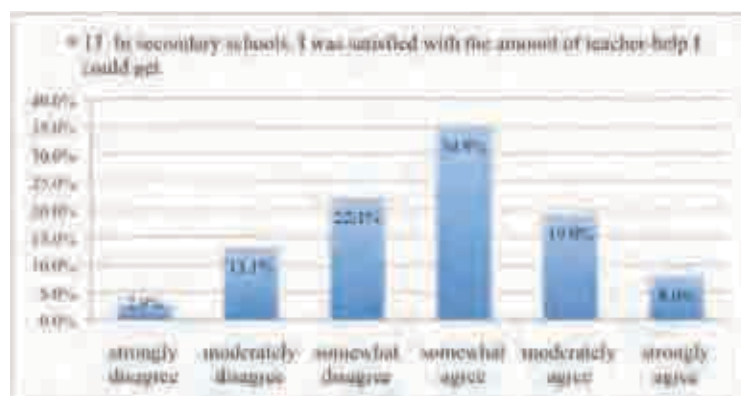


Figure 14: Baseline survey question 13

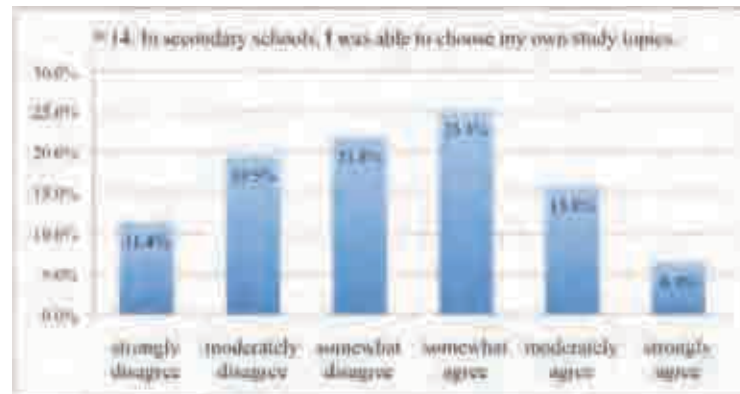


Figure 15: Baseline survey question 14

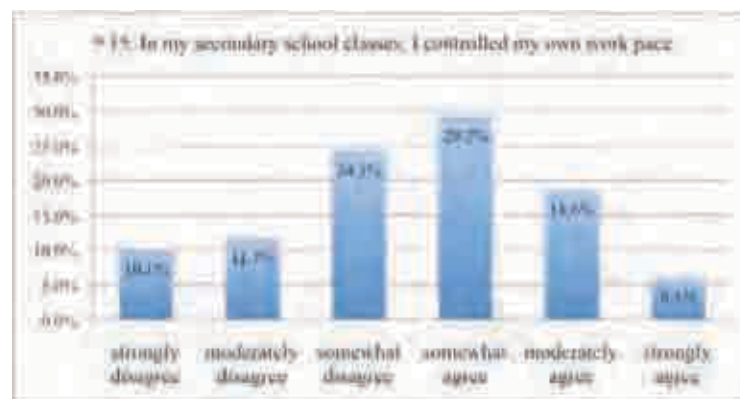


Figure 16: Baseline survey question 15

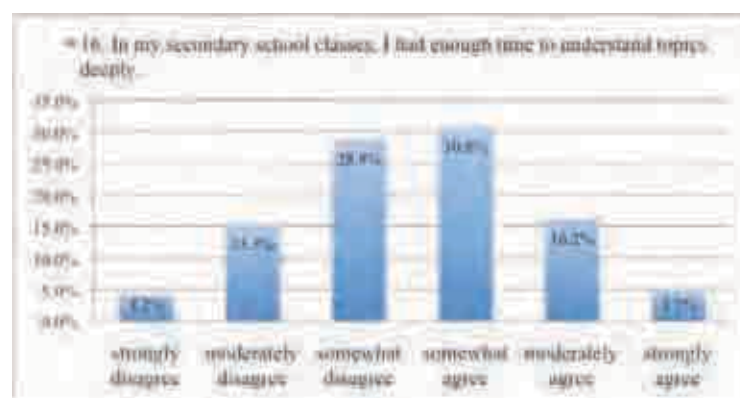


Figure 17: Baseline survey question 16

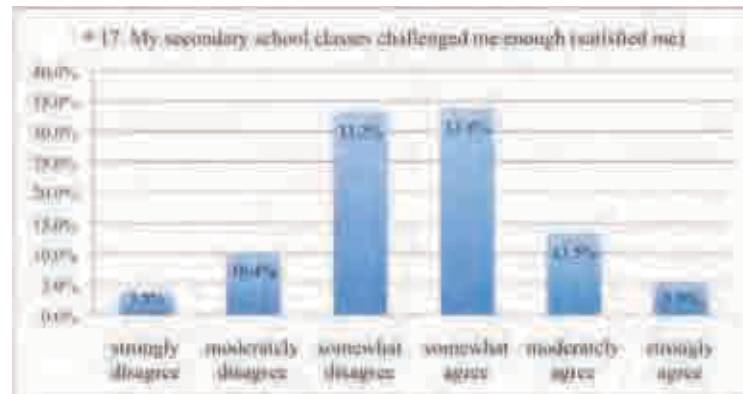


Figure 18: Baseline survey question 17

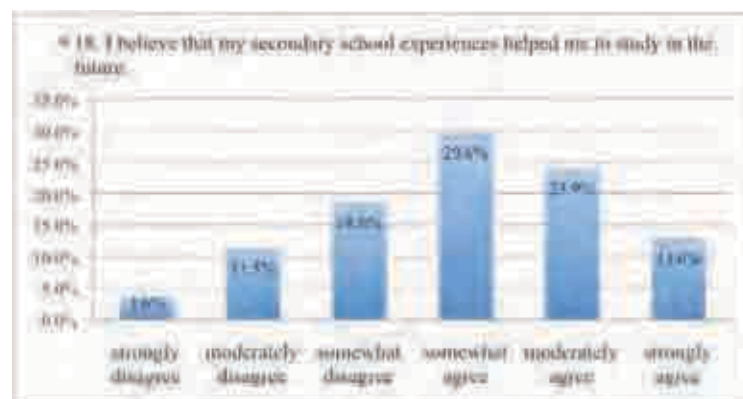


Figure 19: Baseline survey question 18

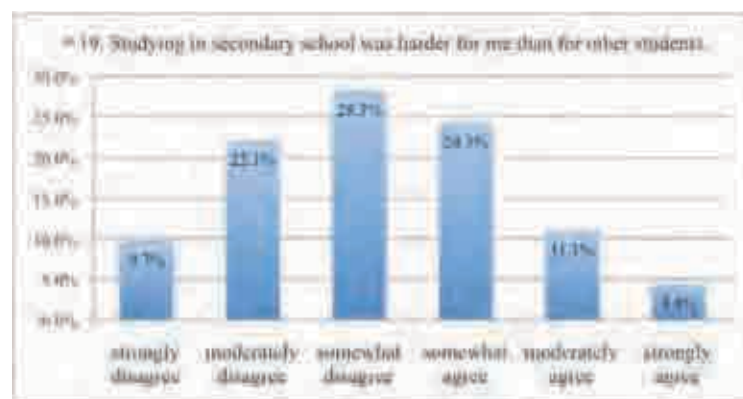


Figure 20: Baseline survey question 19

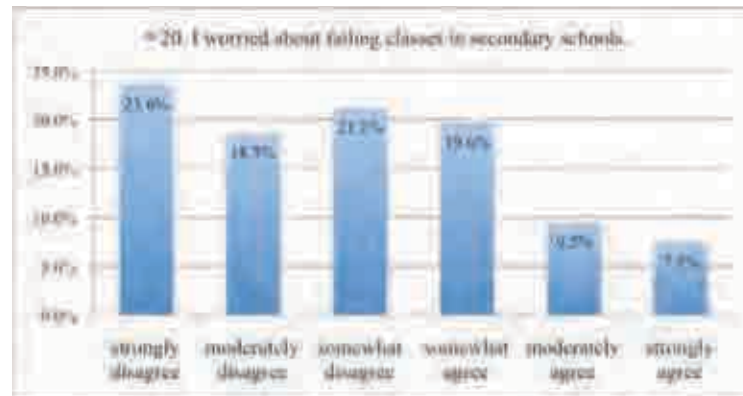


Figure 21: Baseline survey question 20

Appendix 6: 5-item questionnaire PVEM+ results

Miho 181_M

=====Question-1=====

This class was not easy for me, but this class was very useful to progress my English skills. I think that it is important for me to struggle with English. If my teacher support all things for me, my English skills can't be good well. So this class was very important. Lecture class is also important, but experience by doing class is better I think. Because I could get various feeling, and problem. So I could be strong to solve some problem.

=====Question-2=====

I think my partner and I could have good communication during this project. First, we didn't know each other well. I worried about my partner. But she is very kind and supporting for me. My partner has good English skills. So if I had some trouble, my partner often helped me. And If my partner confused something, I could help my partner. So we could help each other. I made so happy, and get a good feeling. Now I want to say "Thank you." for my partner.

=====Question-3=====

I think most important things that it is working together. Because this project was not easy for me. It was hard for me to complete this project myself. Because this project had long pages and need to a lot of information. So if my partner and I could not have a good communication, this project didn't go well. So I think cooperation is very important. If I had to do everything to create this project, I could not it. I could learn about importance of a peer.

=====Question-4=====

To do this project, I often went to the library and researching some information with the Internet. I and my partner often stayed at the school to create this project. I think school life is better than before time. Because, I could learn about a lot of new knowledge and some information during this project. I enjoyed to learn about some information. I think that learning is significant. Because to learn about new things I could get new finding and discovery.

=====Question-5=====

This project was very useful for me to learn about many ways. For example, English skills were very important and also working together was the most important things for me. I could learn to have importance of my classmates. I became to grow thanks for my partner, my teacher and around people. I want to continue learning English very hard. Next semester, I want to lead a good school life. Thank you for reading my opinion. I hope you enjoy summer vacation.

Tomomi 081_H

=====Question-1=====

I think that this experiences is good. Because I learned many things. For example English, research, working together, layout, and so on. I can struggle with languages, the ideas, and tasks. That experiences is very useful for me. And that experiences is useful not only now but also future. In this class we had to catch much information that we want by oneself or with our partner. I think it was very difficult but it became good experiences for me. I hadn't written like this long report. It was very difficult. And now I want to study English or languages, research, working together, layout, and so on. And this project was with my partner. If I have not partner, I may not finish this project. I felt partner is very important.

=====Question-2=====

My partner is Haruka. I know her well. And Haruka is same classmate now and we could meet everyday easily. So it is good things and very useful for me. I think Haruka is good partner. We could cooperate each other and finish to report. We suggested each ideas. It is very fun. I discovered different points about religion.

=====Question-3=====

I think this project was very useful project. Because I learned English, research, working together, layout, and so on. But it was difficult. Especially I think that the most value is research. I think research is very difficult things for me. Especially this project's topic, religion, is very difficult. And I could not search books, homepages, newspapers and so on first. Internet have different kind of much information. Some information is wrong and others information is not wrong. Because anyone can make homepages in the world. But I have to judge there information by oneself. It is very difficult. But I could get much information in this project. I noticed that important things about researching something. Important things is to read huge amount of books, homepages, newspapers and so on. I have to select information from these my knowledge.

=====Question-4=====

I learned religion for this project. And I stayed in university last two weeks at evening. It is very good experiences for me. I enjoyed this project. I didn't know that the university is very useful. Nagoya university of foreign language is very useful. Because I use Internet, computers and library. And I can meet and discuss with my friends and teachers. It is great.

=====Question-5=====

I think I can do everything. First I thought this project is very difficult for me and I was not interested in religion then. But I could finish to this project's report. Now I am interested in religion, especially the Christianity in Japan. I enjoyed about this project. I could do it. We have much power. I want to try to report by oneself like this project.

=====Comments=====

This class finish now. This summer vacation will come. I want to enjoy this summer vacation. I'm going to go England with my friend, Noriko Ihara, for three weeks in this summer. I'll study English. See you next semester. Thank you very much.

Takao 021_F

=====Question-1=====

This class system is a little hard. Because I had to do everything with my partner. But this class system gave me a good influences. And I learn a lot of thing from our topic and my class. (directly quoting, paraphrasing, and reference, and so on). Moreover, I should think how to develop my topic. But I don't like this class system, because I felt every week didn't lead a full class, so I want to try again another topic in next semester. Last year's class was a little hard. because I had to do homework every week, but that class gave me a good skill and power of thinking.

=====Question-2=====

My partner worked very hard. Especially, he did his best about layout. He taught me a lot of computers' skills, so he gave me a good influences. If I didn't have his help, I might not be able to finish our report. And he noticed my mistake.

=====Question-3=====

My topic is Judaism, so I valued researching Judaism information, because Judaism is very famous religion in the world. But It was difficult to research Judaism information in Japanese for us , because Japanese web sites didn't have a lot of information. So I researched Judaism information in English. And I spent many times for researching Judaism information, and it was difficult to connect various information for us. And I valued working together. Because my partner's attitude was very activity. So I could make our report quickly and smoothly.

=====Question-4=====

This class system had a good points and bad points. Good points; We had a lot of time to make our report, so we could make our report in our speed. Bad points; This class's topic (belief system) was very big scale. So I needed more time. I felt this class system didn't lead a full class working time. So I want to study more computers' skills. But other CE class is receiving teacher's teaching, but this class we had to do everything. (researching, making sentence, and making own report). So own activities are the most important for this class. And it may be able to give me a good influences and many activity attitude.

=====Question-5=====

I learned many things from our topic. I had a wrong stereotype. So I could change my stereotype. This class gave me a good chance to understand right information. And I was taught many things by professor, web sites, and my partner.

=====Comments=====

I want to try another topic in the same class style, because I spent many times to research information. And I want to study computers' skills. (excel ,inset and so on) If I get more computers' skills, I may be able to make a good report and very quickly. I wanted to talk with professor, because I often went to a library, so I could not talk with professor. Last year's class gave a good influences. But Some of my friend said "That class had many homework". But I don't think so. I want to get a power of thinking, so I want to try last year's class system. Because that class gave me many thinking times to solve many problem. I like to think my opinion. Thank you for reading! See you again.

Ai 027_F

=====Question-1=====

I think this kind of class is very important and invaluable for us to study English. Because, in this class, English is the just way to learn other things. Until the class of high school, we studied English by memorizing. I think that way only useful to entrance exam. So, an experience by doing class is useful for us to use English after graduate and when work at company. I think we stop the lecture class, and then, we should improve the experience by doing class. So, I like this class and I am enjoyed this class.

=====Question-2=====

I think partner experience help for me on physical and mental side. If I were done this project by myself, I couldn't finished them. I wrote it with my partner, I could finish them. According to writing reports with my partner, we can exchange our opinions and improve our skills each other. For example, if I didn't have any idea about a word but my partner know it, we could write. I think doing with partner is to share the skills and ideas each other. It is necessary for me to study with my partner. I want to continue the way.

=====Question-3=====

I think the parts of research and working together are valuable for me. Because, if I didn't researched enough, I couldn't write reports. If I research deeply, I could write a great report. I think everything is based on researching. For example, in order to make a friends, we have to know about he or she. I think it is the same things to research. And working together can help each other. I mentioned it question number 2, working together can share our skills and ideas. So, I think they are valuable things.

=====Question-4=====

I think our school should change the style of class. I think they should increase the doing class. Because, I think to learn something need to become activity. It is necessary for studying to have interest. Actually, it doesn't need to change all classes, but some one should be changed. Of course, our attitude must change to suite the class. We should become more activity.

=====Question-5=====

I learned that if I would want to do something, I have to have a strong plan. To make the limit by myself is important. And to cooperate with my partner is necessary. I learned these things are very important for me. And to put pictures on my report is easy to understanding. I could experience many things during this project. The greatest learning is difficulties of making reports and studying something. However, these are very fun.

=====Comments=====

Kazuya 010_E

=====Question-1=====

This kind of learning experience is very important knowledge. My partner and I had to research a lot of information and decide the process of this activity. This is very heavy for us, because much times are needed. But we had forwardness. we will not forget the knowledge of learning experience. In other class, we were defensive. So this kind of learning experience is treasure that people overcoming difficulty and achieving this activity can get.

=====Question-2=====

My partner had higher skills than mine. Actually, He had many knowledge. But we had to use the skills which we often don't need using. So we had to learn the skills of learning from experience. Because of this heavy activity, My partner increased his experience. He changed his experience as working this project. I think this is wonderful.

=====Question-3=====

The most valuable part is layout. I can't use layout system, for example attaching picture. But I learned layout skill to achieving this project. Then I can study English, researching, working together, and so on in other class. But the class of being able to learn layout is this only class. Then layout skills is much valuable for other thing. This is very useful when I make report or homework more clear. So I value layout.

=====Question-4=====

I had studied a lot of things in terms of receiver. I was defensive. But in this project, We had to decide the process of this activity and to research a lot of information. My teacher only lead a true direction. So I understood that the important thing is positive heart. I think positive heart is the will of wanting to learn.

=====Question-5=====

The thing that I learned through these challenges is how a religion is recognized by Japanese. Many rules of the religion is understood by many people and at many places. But the religion's believers gathering in Japan is not admitted by Japan's society. To be understood more deeply, a lot of time will be needed.

=====Comments=====

Thank you very much in first semester. I did my best for this project. I am very busy in this semester, and I felt running short of time. But when my partner and I achieved this project, we were very happy. I will do my best next semester, too. See you next semester.

Hiroko 143_O

=====Question-1=====

I think this kind of learning experience is great. Because, I can choose what I am interested in and work on my own speed. Also, everything is my responsibility and nobody helps me. I am an adult now, I need to be treated as an adult. So this experience made me satisfied. And working with my partner will be really important when I get a job and have some meetings. I guess I could learn not only about religion also how to work with my partner.

=====Question-2=====

I think working with my partner is sometimes good, sometimes not good. Good points are it is easier together much information than just working on my own and I can compare and discuss those information with her. This activity will make better project, I think. A bad point is when my partner is absent, I should work only myself. We can divide the sections for each, but it does not make sense, it is a pair work. So I just looked for information. But I could not feel happy and thought it had better work on myself.

=====Question-3=====

I valued writing good English as much as possible and researching information. It is an English class and of course I need to improve my English, however, I realized English is still difficult. And the reason I valued researching is I know I need to have a skill to choose the best information and gather them. This skill is not used in the class. When I look for a job or when I begin to work, I am sure I need this skill.

=====Question-4=====

I think NUFS should have this kind of classes more. Universities are place to study, not only for playing with place. Now, many classes in NUFS are easy to get their credits. I think this system is wrong. We, students should know why we come to university and what we should do there.

=====Question-5=====

I have learned working with my partner is difficult. Each person has different thinking and sometimes it causes conflict situation. But when we overcome this, a good project is made. And I learned there so many information about just one topic in the world. If I got wrong information, everything went wrong. So I noticed that choosing and comparing information is important.

=====Comments=====

Many students say your class is strict but I do not think so. Please continue your style!

Chiaki 197_N

=====Question-1=====

I think that this kind of learning experience was entirely new attempt for us. And I could good experience in the class. Firstly, I was confused at the beginning of this class. Because I have never taken like this class. But in this time, I could learn how to cooperate with my friend and how to pull information together. Actually, I like to gather importations and to create sentences. I like to think how to get reader's interests. So I enjoyed this learning experience.

=====Question-2=====

I think that my partner gave me some rests and we could cooperate various things each other. My partner's encouraged thing was that she is good at to type a computer. I'm not good at to type something. So I was helped by her very much. And I think that I could help her side research information's. I hope so. She always became supporter for me. So I thank with her. Then I felt my partner and me are similar.

=====Question-3=====

I think researching is most important. Because we can learn many things. Then if we gather many articles, we can know many information more deeply and we will be able to have bigger horizon. In this class, I have learned shocking thing. But I think that to know about true is good thing. Because we will able to know the story's bock ground and true of the history. This experience will be able to useful thing for me.

=====Question-4=====

I think that this is a university's study. And I thought school is the best environment to study like this. In this time our floppy disk froze in the computer. Then we are helped media support center's woman. She taught us how to use this computer and the talk will be able to help in the future. And school has many information. I could learn about how to learn by myself. Then I thought if I didn't take this class, I will not study about Islam and I will not know about Islam entirely. I'm fear it.

=====Question-5=====

Of course, I could learn about Islam. And I could learn about how to cooperate with my partner. Because I try to do something only one self. I have been said another women in my part time job. So this was good experience for me. And I could learn importance of cooperation. Then I could learn way of study.

=====Comments=====

Noriko 028_E

=====Question-1=====

I think this class different from every class which I have taken until now. Because I had to do almost all things by myself. But this class we had to make plans to do it together even there was much time until a presentation of this project. These were difficult for us. But when it was finished, our feeling of achievement was great.

=====Question-2=====

At the beginning of this project, we shared each part to do. My partner helped me any time. It continued during this project. We often showed some good information each other about this topic. But we felt relaxing too much because we thought we had much time.

=====Question-3=====

I think the most important and valuable part was research. Because if I found some information, I had to consider it was good or not. In addition, if the information were English, I have to translate into Japanese. Sometimes I couldn't find good information. And working together took me to have more responsibilities. Because my fail became my partner's. So my responsibilities developed than before.

=====Question-4=====

Classes which I have experienced were easy. Because it was ok to just hear teachers'. These classes is easy, but an ability of thinking something may not develop. I think we sometimes need the class like this to develop our skills of thinking.

=====Question-5=====

I learned many difficult things of working together, doing by myself, making plans to do and so on from this project. But It made me more responsibilities, the power to do something by myself. And I learned many things of computer function. This project was more difficult than I have thought.

=====Comments=====

This project was much more difficult every thing than last year. But I believe things that I did this project will help me someday.

Appendix 8: Perceived Values questionnaire results

Perceived Value questionnaire items and data arranged according to the 8 internal and external factor categories, with results figured for the aggregate data (83), the PVEM data (8), and the 4 case individuals' data (4).

83 = Figures for aggregate perceived value data

8 = Figures for top 10% of PVEM data

4 = Figures for 4 case individuals' perceived value data

Attainment Value

11. In this class, learning about my topic became more important to me than my grade.

Strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
	2%	6%	31%	47%	13%	83
			25%	50%	25%	8
			25%	25%	50%	4

16. Being good at report writing skills is unimportant/important for me.

very unimportant	moderately unimportant	somewhat unimportant	somewhat important	moderately important	very important	Respondents
		4%	16%	35%	45%	83
				37.5%	62.5%	8
				25%	75%	4

34. Compared to my other classes, I understand topics more deeply in this class.

strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
		12%	31%	44%	13%	83
	12.5%			62.5%	25%	8
	25%			25%	50%	4

35. Compared to my other classes, I have made more self-improvement in this class.

strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
	2%	4%	35%	46%	13%	83
			12.5%	50%	37.5%	8
			25%	25%	50%	4

Intrinsic Value

3. Generally speaking, working with a partner in this class was boring/interesting for me.

very boring	moderately boring	somewhat boring	somewhat interesting	moderately interesting	very interesting	Respondents
	2%	10%	34%	32%	22%	83
	12.5%		25%	25%	37.5%	8
	25%			25%	50%	4

15. I dislike/like working on report writing skills.

strongly dislike	moderately dislike	somewhat dislike	somewhat like	moderately like	strongly like	Respondents
1%	4%	13%	41%	30%	11%	83
			50%	12.5%	12.5%	8
			50%	50%		4

23. I dislike/like working on my English skills in this class.

strongly dislike	moderately dislike	somewhat dislike	somewhat like	moderately like	strongly like	Respondents
	2%	10%	34%	43%	11%	83
				75%	25%	8
			50%	50%		4

36. This class challenges me more than my non-workshop style classes. (difficulty?)

strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
	2%	7%	34%	44%	13%	83
			12.5%	50%	37.5%	8
				75%	25%	4

Difficulty Value

1. In general, working with a partner in this class was hard/easy for me.

very hard	hard	kind of hard	kind of easy	easy	very easy	Respondents
1%	11%	36%	42%	10%		83
12.5%	25%	37.5%		25%		8
25%		25%		50%		4

2. Working with a partner was harder/easier for me than it was for the other students in this class.

much harder	moderately harder	somewhat harder	somewhat easier	moderately easier	much easier	Respondents
2%	2%	22%	43%	19%	12%	83
		12.5%	50%	12.5%		8
		25%	50%	25%		4

19. In general, writing an English report is hard/easy for me.

very hard	moderately hard	somewhat hard	somewhat easy	moderately easy	very easy	Respondents
10%	22%	48%	14%	5%	1%	83
	25%	50%	25%			8
	25%	75%				4

20. Writing an English report is harder/easier for me than it is for other students.

much harder	moderately harder	somewhat harder	somewhat easier	moderately easier	much easier	Respondents
4%	16%	51%	23%	6%		83
	12.5%	25%	62.5%			8
		25%	75%			4

32. Compared to my other classes, this class is a hard/easy course.

my hardest course	a harder course	a hard course	an easy course	an easier course	my easiest course	Respondents
1%	17%	66%	14%	2%		83
	37.5%	25%	25%	12.5%		8
	50%	25%	25%			4

38. I have to work much harder in this class than in my non-workshop classes.

strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
	5%	10%	38%	36%	11%	83
			12.5%	75%	12.5%	8
			25%	75%		4

Extrinsic Value

17. The writing skills that I learn in this class are useless/useful for what I do in my other classes.

very useless	moderately useless	somewhat useless	somewhat useful	moderately useful	very useful	Respondents
		7%	24%	42%	27%	83
			25%	12.5%	62.5%	8
			50%		50%	4

18. The writing skills that I learn in this class are useless/useful for my life outside of school.

very useless	moderately useless	somewhat useless	somewhat useful	moderately useful	very useful	Respondents
	5%	7%	28%	36%	24%	83
			12.5%	50%	37.5%	8
			25%	50%	25%	4

22. My experiences in this course will help me write better in my courses next year.

Strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
		4%	22%	46%	28%	83
				50%	50%	8
				50%	50%	4

24. Getting good grades in English is unimportant/important for me.

very unimportant	moderately unimportant	somewhat unimportant	somewhat important	moderately important	very important	Respondents
	1%	4%	33%	33%	29%	83
			37.5%	37.5%	25%	8
			25%	25%	50%	4

25. The study topics in this class are useless/useful for what I do in my other classes.

very useless	moderately useless	somewhat useless	somewhat useful	moderately useful	very useful	Respondents
	1%	5%	35%	51%	8%	83
			25%	50%	25%	8
				50%	50%	4

26. The study topics in this class are useless/useful for my life outside of school.

very useless	moderately useless	somewhat useless	somewhat useful	moderately useful	very useful	Respondents
	1%	11%	30%	40%	18%	83
			25%	50%	25%	8
			25%	50%	25%	4

Project

8. In general, I think that workshop-style classes are boring/interesting.

very boring	moderately boring	somewhat boring	somewhat interesting	moderately interesting	very interesting	Respondents
	2%	10%	30%	41%	17%	83
			25%	37.5%	37.5%	8
			25%		75%	4

9. I dislike/like working in a class with this many students.

strongly dislike	moderately dislike	somewhat dislike	somewhat like	moderately like	strongly like	Respondents
4%	6%	8%	38%	34%	10%	83
	12.5%		37.5%	50%		8
	25%		25%	50%		4

10. In general, spending a longer amount of time on a topic is worthless/worthwhile for me.

very worthless	moderately worthless	somewhat worthless	somewhat worthwhile	moderately worthwhile	very worthwhile	Respondents
	2%	10%	27%	51%	10%	83
		12.5%	12.5%	50%	25%	8
				50%	50%	4

12. In general, I dislike/like learning in a workshop-style class.

strongly dislike	moderately dislike	somewhat dislike	somewhat like	moderately like	strongly like	Respondents
	2%	10%	35%	41%	12%	83
			12.5%	50%	37.5%	8
			25%	25%	50%	4

13. The workshop-style of this class helped me stay motivated.

Strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
	4%	13%	40%	31%	12%	83
			37.5%	37.5%	25%	8
			50%		50%	4

21. Writing my report in this class was meaningless/meaningful for me.

very meaningless	moderately meaningless	somewhat meaningless	somewhat meaningful	moderately meaningful	very meaningful	Respondents
		11%	16%	36%	37%	83
			12.5%	25%	62.5%	8
			25%	25%	50%	4

33. In general, I think that lecture style classes are boring/interesting.

very boring	moderately boring	somewhat boring	somewhat interesting	moderately interesting	very interesting	Respondents
5%	13%	36%	31%	11%	4%	83
	50%	37.5%		12.5%		8
	50%	50%				4

39. In general, I prefer this workshop-style class more than a traditional lecture-style class.

strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
		14%	27%	41%	18%	83
				75%	25%	8
				50%	50%	4

40. I want more classes like this one.

strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
1%	1%	12%	33%	33%	20%	83
		12.5%	37.3%	25%	25%	8
		25%	25%	25%	25%	4

Peer Learning

4. I think that I have been a bad/good partner in this class.

a very bad	a moderately bad	a somewhat bad	a somewhat good	a moderately good	a great	Respondents
		11%	21%	39%	29%	83
12.5%		12.5%		50%	25%	8
25%				50%	25%	4

5. How much did you like working with a partner in this class? disliked/liked

disliked it very much	moderately disliked it	somewhat disliked it	somewhat liked it	moderately liked it	liked it very much	Respondents
	6%	10%	36%	33%	15%	83
12.5%	12.5%		25%	37.5%	12.5%	8
25%			25%	50%		4

6. Since being in this class, my opinion of partner-work has become lower/higher.

much lower	moderately lower	somewhat lower	somewhat higher	moderately higher	much higher	Respondents
1%	2%	10%	49%	28%	10%	83
		12.5%	12.5%	62.5%	12.5%	8
		25%		50%	25%	4

7. In this class, working with a partner decreased/increased my motivation.

strongly decreased	moderately decreased	somewhat decreased	somewhat increased	moderately increased	strongly increased	Respondents
2%		11%	28%	45%	14%	83
		12.5%	25%	50%	12.5%	8
		25%	25%	25%	25%	4

Self-regulation

27. Being able to choose my own topic is unimportant/important to me.

very unimportant	moderately unimportant	somewhat unimportant	somewhat important	moderately important	very important	Respondents
	2%	12%	22%	30%	34%	83
			12.5%	50%	37.5%	8
			25%	25%	50%	4

28. Learning how to control my own work pace is unimportant/important for me.

very unimportant	moderately unimportant	somewhat unimportant	somewhat important	moderately important	very important	Respondents
		6%	25%	39%	30%	83
		12.5%		50%	12.5%	8
		25%			75%	4

29. In general, controlling my own work pace is hard/easy for me.

very hard	moderately hard	somewhat hard	somewhat easy	moderately easy	very easy	Respondents
4%	11%	48%	24%	11%	2%	83
		37.5%	25%	25%	37.5%	8
		50%		25%	25%	4

30. Controlling my own work pace is harder/easier for me than it is for other students.

much harder	moderately harder	somewhat harder	somewhat easier	moderately easier	much easier	Respondents
2%	8%	44%	36%	10%		83
		55%	62.5%	12.5%		8
		25%	50%	25%		4

Teacher

14. I am satisfied with the amount of help I could get from the teacher in this class.

Strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
	4%	8%	22%	44%	22%	83
				75%	25%	8
				50%	50%	4

31. Compared to my other classes, I have more teacher-interaction in this class.

strongly disagree	moderately disagree	somewhat disagree	somewhat agree	moderately agree	strongly agree	Respondents
	2%	18%	39%	41%		83
			50%	50%		8
			50%	50%		4

Appendix 10: Semester 2 Change-essay PVEM+ results

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Miho 181_M

Participating in this year's Joho-Eigo MALL course activities was moderately meaningful for me.

I think that this class is very useful. Because this class gives me a lot of chance to learn about some issue. The issue is difficult or close to us and so on. So I could search using the internet and reading a lot of books and magazines. It wasn't easy for me, but I could study many things. For example, there are child abuse and information society in Japan, and serious problems. So I have a chance to consider about society. And I could progress my English skills in this class. I think first work was very good. My partner and I could have good cooperation. When we finished out project we could feel a lot of pleasure for each other. I think this feeling is very important to do something.

This class isn't easy, but I think this class gives me a lot of good knowledge, information and experiences. I know a lot of reports relate to progress in my English skills. So I could have good time to study English and I have to reconsider our problem in this society.

In this year, I could have good experiences in this class and in this university. So I want to say thank you for my friends, teacher and family. And I want to continue to study English very hard.

=====

Hiroko 143_O

Participating in this year's Joho-Eigo MALL course activities was very meaningful for me.

I could learn about pair work, researching information, writing simple report and so on from this class. For example, the projects of this semester was pair work. We must cooperate with our own partner and we also must talk, because if we didn't talk the report would not be good.

And researching many information is important, because we can get a lot of information from the internet, books, magazines and so on. If we used all the information then the report would not take shape. So we had to research and gather information we needed. This activity will be useful in the future. And I think writing a report in English was very good experience for me. Because I could learn many new words, grammar and writing style of report. I could gain knowledge. It is very important for my future.

Before this class, I didn't make English sentence well, but now I can make more English sentences. And maybe, we will work with many other people after graduation, when the time comes there are some situation that we must cooperate with other people. At that time, these experiences will be useful. So, I think this class was very meaningful for me.

=====

Kazunori 206_O

Participating in this year's Joho-Eigo MALL course activities was moderately meaningful for me.

I have learned English from the cram school, however, my ability of English didn't progress. When I was high school student, I hated English. So I didn't study English and my grade of English was very bad. English is very useful and important. Everyone says like this, so I entered this university. Then, I thought that my ability of English will not progress. Because I hated English although I entered this university.

When I took this Joho-Eigo MALL course activities, the view of English started changing. I became to enjoy writing report in English. I think that it is most important to write report in English to improve English ability.

Because there are many important words and grammar in sentence. I have learned many words by heart to enter this university, but I forget the words at once. The way wasn't appropriate for me. Now, I learned the words which I used in my report, so this way was appropriate for me.

And I could learn how to use computer. All things I learned from this class will be made the most of in my life. Finally, I learned pleasantness of studying English, so I can say vividly, "this class is very meaningful for me."

=====

Chiaki 197_N

Participating in this year's Joho-Eigo MALL course activities was very meaningful for me.

I have study many things in this class. It goes without saying that my English skill develops and I studied "education" and "radio", so I know those now. Especially topic about "Education of Japanese English" is important for me. I asked many questions to many native speakers and my friends. I always investigated information from internet. This is good and my knowledge was made clearly. First of starting these activities I didn't know what to do and many words confused me, and I must study Japanese history again. Of course I studied these when I was high school student, however I forgot.

These activities is important for us. Because we always just listen to talking teacher say. On the other hand, MALL course activities make us voluntarily and we must do duty all. So we can become adults, as we don't have common sense. I study many things. Most classes in this university, teacher or professor teaches us looks line one way. So we write many things in my notebook, and I learn by heart, and learn for examination. So after examination, I forget these, but I keep learning by heart. This is how I study by myself. Of course teaching one way is not a bad thing. I can know many things, but study for examination is bad way. So I love both teaching from teacher and the way we investigate these things and make a report. This is great I think. After finish this MALL class, my brain makes growing up...maybe. Thank you for one year, and I will keep doing my best.

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Ai 027_E

Participating in this year's Joho-Eigo MALL course activities was very meaningful for me.

Because I used English as a tool to make a report in this class. We studied Japan. We made an English report about Japanese influences. I think English should become one of my skills when I work in the future. For that purpose, I should use English as the same as Japanese.

In this class, I learned how to make an English report, topic sentences, references, punctuation, and so on. I suppose that those things will be very important for me to use English. I think that just reading and writing aren't enough. To put English into practice is very important and necessary.

Partner practicing was also very important for me. Because I exchanged my partner's opinion and share our skills with each other. Those things improved the quality of our reports. When I realized the limitations of my skills, my partner gave me a new opinion. So I followed out my report.

Through this class, I suppose that I improved my skills of writing, reading, thinking and communicating. This class gave me opportunities that I improve my English skills and I challenged a high level. Therefore, this class was very significant for me.

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Yumi 189_M

Participating in this year's Joho-Eigo MALL course activities was moderately meaningful for me.

These activities were profitable to improve my English skills, especially writing English. In this class, I took a lot of time to make my report. First, I collected material from a book, newspaper or English homepage. I translated the material from Japanese to English, and I deepen my understanding about my topic with that. Next, I scribbled my opinions on notebook. I corrected the grammar, spelling and so on. It was hard for me to create the correct sentence. I used the internet translator and asked my teacher, Professor Cholewinski. They compensated for my lack of English skills. Moreover, I got new knowledge. Finally, my report was finished. I tried to do my best even if my report got a low point.

I learned many words, grammar, vocabularies. The repetition using this knowledge is the way of improving my English skills. I think have trouble with this class, but I could get a good study.

=====

186 Sayaka_

Participating in this year's Joho-Eigo MALL course activities was moderately meaningful for me.

I think I could acquire various things in your class. For example, there are using computer and the internet, writing a report in English, a correct use of English and so on. Also I had to look through a lot of information from books, internet and journal to complete your challenges.

And then I could get many knowledge, and the more I looked through, the more interested I was in Japanese society.

I have lived during about twenty years in Japan, but I don't know most things. Even if I know the topic, it is only name. I didn't know how or when the story happens. In the near future, I will be a member of society. However if I go out into the world to the matter I don't know, I will not be able to adapt in a new world. You gave me a chance to know a lot of things. I was very lucky. Your challenges are sometimes hard, but I think I was great to accomplish your challenges. Because I understood that accomplishing is very important. And then I learned about the use of time.

So I try to be interested in various things. I have few hobbies. If I learn a lot of things making use of my knowledge, I may be able to find the thing that matches me. Thank you very much!!

=====

Noriko 028_

Participating in this year's Joho-Eigo MALL course activities was very meaningful for me.

It was the most difficult class for me in this year. Therefore, I could learn a lot of things from this class. I knew how to make a formal English report in this class. If I didn't take this class, I wouldn't still know it. I didn't care of reference when I made some reports. This class made me to know reference in very important to make reports.

This class made good opportunities to think of Japanese problems. Of course I know there are many problems in Japan from TV, radio and newspapers. But I just know what it is. I didn't think of these deeply and seriously. I could make some reports without knowledge. So I searched some Japanese problems, and I wrote down my opinions. Therefore I could compare my opinions with others. So I could understand it more.

There were much time to make reports. I had to do some reports with my partner. These were very difficult for me. I had to control myself to use time each week. I'm not good at using time. I often scurried through my reports near deadline. And when working with my partner, I had to think of it. After we made it, we confirmed each other. We could help each other. I think it's a good thing. In next year, I'll take an English seminar class. I will be able to put it to good account.

=====

Takao 021_

Participating in this year's Joho-Eigo MALL course activities was very meaningful for me.

This class gave me very good influences. Because I could think about many social issues seriously through this class. Moreover, I could correct my prejudice against many social issues. For example, I thought HIV is very strong virus, and if HIV went into the body, I thought symptoms of AIDS show in the body soon. In fact, HIV goes underground for ten years in the body. This class not only gave me correct format but also a chance to know correct information against many social issues. And what's more, I should do everything in my project, so I could gather much information for my project. Therefore, when I finished by project, I had a big confidence. I agree with this class system, because in other class, I talk about some social issues in English, but I think it is too short. If I had more time to talk about some social issues, I could talk more deeply. My topic was always difficult and heavy, but I gradually wanted to show my opinion against my topic, and I want to read other student reports. If I didn't take this class, I was not interested in social issues. And I sometimes felt that this class is very hard, but this class experience surely become my ability. So in the future, I'll make the best of my ability.

Appendix 12: MALL Diary results

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Ai Diary Entries: 139 lines

Entry: 10-7

Topic/Content +2

Activities +2

Work time/Pace +2

Partner interaction +2

Teacher interaction +2

Comments

Today was a good day for me because I and my partner finished out introduction paragraph. I think it was a good starting. But our topic is a little difficult. So I worry about time. I think we should get information as quickly as we can. And I and my partner have to talk about our topic sufficiently. Because I think when I'll make a report with partner, the most important thing is talking. According to talking, I and my partner could understand our opinion of each other. I think that connects to succeed. I think this class give me an opportunity of thinking. Recently, we don't think hard about everything. I think it is so bad trend for us. Therefore, I want to do my best each time.

Entry: 10-14

T/C +1

A +1

W/P +3

T/I +3

Comments

Today, my report was gotten taking form. But I want to write more and more, so I worry about working pace. In this time, a problem is whether I do my report deliberately. I don't want to give up!! I don't want to compromise!! I want to do my best as possible as I can. This time I really enjoy writing a report. It's very good and bad for me. Because, it is difficult for me to keep objective in my mind. This time my topic is my favorite thing. So I have a lot of matter that I want to write down. I want to have one more week except December 16th. Then I can afford to check my report more carefully.

Entry: 10-21

T/C +1

A -1

W/P -1

P/I +2

T/I +1

Comments

Today was not so bad compared to last class. But it was slow pace so far. We wrote and made sentences but I think it didn't enough. We have to do extra work. This week we don't have a class, and next week it is a deadline. We have only one class!! I like this class and its style. Because in this class I use English for just a tool. I make English report but usually I research Japanese books or Internet. First, I consider topic in Japanese and then I translate from

Japanese to English. I think it is very necessary for us to use at job. However, I don't get used to doing this style yet. So, I need much time to finish the report. I think there aren't enough time to finish the report in this time. I should be in a hurry!!!

Entry: 11-4

T/C +2

A +1

W/P -1

P/I +2

T/I +1

Comments

Today was a due day!! So, my partner and I were in a hurry. Since our reports didn't enough to hand in. Therefore, I did our reports besides class time. I wanted to have more time to make reports. However, my partner and I finished this report. I really worried about the deadline. Now I feel relieve. Next report, I have to do it by myself. So, I want to do my report earlier. However, making a report by myself is first time. So I feel uneasy about it.

Entry: 11-18

T/C +3

A +2

W/P +1

T/I +2

Comments

Today, I'd like to tell you a questionnaire that I did last week. I have a question about CE classes for a long time. I think class is a hands-on class. I consider that this class is the most to learn useful English skill. Other classes, except some CE classes, are just lecture classes. However, some of CE class is not kind of these class. I usually practice a conversation in CE classes. But I can't regard these CE classes as the hands-on class. I don't have any idea why I think so. However, I think probably many students use many Japanese in conversation class. They have low consciousness about using English. I think our low consciousness are leading to low level of other classes.

Entry: 11-25

T/C +2

A +1

W/P -1

T/I +2

Comments

Today, before class, I studied at library. I read books about my topic, drama, gradually I became joyfully. I was absorbed reading books. But this book's content is very difficult to interpreting Japanese to English. By the way, recently, I have doubts about classmates' behavior. To share each opinion or idea is very good thing because my partner and I will improve our skills. However, some students ask me about grammars, vocabularies, or expressions. I feel happy to be trusted me but each time my work is stopped. So, I feel unpleasant. I hope they should consider more little bit by themselves. To consider by myself become mine. I have only three classes! I'll do my best!!

Entry: 12-2

T/C +2

A +2

W/P +2

T/I +3

Comments

Thank you very much to take a measure to get my wish. (I made a newsletter that also included a mention for students to not bother other students...specifically in mind were the rough boys who were taking advantage of Ai and some of the other more serious students). Today, I feel very comfortable and could speed my work. Yesterday, I complain to other CE's class teacher about classmates. In that class, some of my classmates don't do homework enough. Therefore, I can't conversation with them. I can't ask some questions to them. I intolerant their behavior. I can't totally understand them. Their parents paid very expensive entrance fee. So, if they don't study earnestly, it would be a waste of money and time. I couldn't improve my English skills with like those students. I think they are really, really lazy. They don't make any efforts that is studying English, nevertheless, they hope that they will pass the CE class. I think it is not fair!!

They should be failed!! We are "University Students". I think their behavior looks like "Elementary Students". They should more consider their behavior. By the way, I really enjoy doing this report. I can't take shape because I have a lot of things that I want to write down. I worry about deadline. But I'm really, really fun this time.

Entry: 12-9

T/C +1

A +1

W/P +3

T/I +3

Comments

Today, my report was gotten taking form. But I want to write more and more, so I worry about working pace. In this time, a problem is whether I do my report deliberately. I don't want to give up!! I don't want to compromise!! I want to do my best as possible as I can. This time I really enjoy writing a report. It's very good and bad for me. Because, it is difficult for me to keep objective in my mind. This time my topic is my favorite thing. So I have a lot of matter that I want to write down. I want to have one more week except December 16th. Then I can afford to check my report more carefully.

=====

Kazuya Diary Entries: 167 Lines

Entry 10-7

Topic/Content +3

Activities +1

Work time/Pace +3

Partner interaction +2

Teacher interaction +1

Comments

Today's class had much content. One of them is about Introduction. It was easy for my partner and I to go forward with making Introduction Paragraph, because my teacher gave us an example of Introduction. So, we could use much time effectively. But I wanted to make all our introduction paragraph in ourselves originally. We run short of the power of thinking, in other words, the power of making sentence. We need to think ourselves. I wanted my teacher to show only the current of Introduction. Work time and pace were very good. This class in this year has much time to think sentence, to research information with my partner. I'm happy to do their activities in my pace. Then, I can concentrate my activities because my teacher walk around in the classroom, and my teacher tell us that our activities have mistake or problem. This is also good in terms of being able to correct mistake in advance. In my thought I want to talk with my teacher. But I don't know what I question and how I question. I will do my best about this thing. Today's evaluation is end. I think that the next class will be useful for me. I will do my best and I want to study more things.

Entry 10-14

T/C +1

A +1

W/P +3

P/I +1

T/I +2

Comments

Today's class was very useful for me. It is "Quoting" information in our report. I have thought the thing that your class need speed, accuracy, a lot of time. So because of "Quoting" we can cut a little short time, and I think this is useful. But I think work time is short. I feel to be pushed for time. So what do we do? The resolution is "Partner Interaction." Comparing other class, cooperating with my partner is more important for this class. In other class, partner often become companion. So, I want to improve "partner Interaction." Recently, in this class, there is no homework. I think homework was activities' pace last year. So I have the time that my concentration break. It is difficult for me to have to manage work time or work pace. This resolution may be my "Teacher Interaction." If we have the question I can't resolve, we should ask our teacher. This class is very strict. But of all activities, for example, using computer, researching information, sharing a lot of knowledge with my partner, and so on, become my power. I will also do my best in next class.

Entry 10-21

T/C +2

A +2

W/P +3

P/I +3

T/I +2

Comments

Today, we could forward our project. We just about inputted our English document, because my partner, Takao Ito, worked hard to make good works. My partner and I gathered our important information. My partner structured our English document. The part of inputting was my job. So, I could input them in the computer. I think that teacher's class style is the place of cultivating friendship. During studying in this class, my partner and I concentrate, and I feel satisfaction. Then it was difficult for me to research the information I want from many information. I also need to change how to research information. If there were easy researching, I want to know it. for example how to entry site, famous people's book, and so on. We will turn in our project document. We have to put on a spurt. Our English document is almost perfection. But maybe, there are mistakes in it. We must check it. I have the time that I want more working time. But it is important to make our English document until deadline. Then, I have the worry thing. It is next project. Do we use the document that my partner and I made? I really want to know it. Even if the project is hard, I will also work hard.

Entry 11-4

T/C +3

A +2

W/P +3

P/I +3

T/I +3

Comments

Today's class is the submission day of our report. I was very nervous, because maybe there were some mistakes in my report. My partner and I checked mistake very carefully. But I felt that our report have a few mistake. When my partner and I corrected all our mistake, and we turned in our report, teacher said that our report still have a mistake. The mistake was in title page. We used normal line word. Theme words in title page must be capital letter. We were very surprised. I think that one mistake is too heavy. When I make my report, I am much nervous. But I think that this feeling is a good stress. by the way, how to submit a report is same way with first semester. Had I better remember this way? If we use same way from now on, I think that you had better teach the way. So, we can cut down the time of submitting a report. Then, we use the surplus time for other activities. But it is the most reliable for you to had better teach in each time? Next class is the first day of small report by myself. I think of a theme for my report. Using a lot of skills that I learned, I will make my best report.

Entry 11-18

T/C +2

A +2

W/P +3

T/I +3

Comments

Today's class was interesting for me, because the project by myself began. In first project, I made our report with my partner. But in second project...I have to make a report by myself. I think that the more effort than before is needed. But I will do my best. Then I think that we all can study this final project smoothly. My teacher's class is very strict. We try to study many technique exactly. For this point, I think we stock a lot of techniques. By the way, I think that this class's atmosphere is very good for studying. In a class, there are many students, in other words, this class has four groups. It is E group, F group, G group, and H group. So I can ask my problem to friends or teacher. This connect with the time reduction. So, efficiency become good and studying project is interesting. In this project, My topic is "Music." Music entertain a lot of people. But do music power have this only? My answer is "NO." I will want to write about this content. But now is secret. Please look forward to finishing my report.

Entry 11-25

T/C +2

A +2

W/P +3

T/I +2

Comments

At the beginning of today's class, my teacher return reports to us. And teacher gave us the print of statistic data. It is easy for me to know our class grade. Our report had many check points by red pen. This is the points of improving, and these are mistakes that I couldn't discover in our own report. Not repeating same mistake is important. Like this, I have to make my English skills strong. In today's activities, I had a difficult thing. To discover the information that I really want is much difficult. I spend a lot of times searching the information. There are 90 minutes in one class. but I feel the waste of time. So, I try to change how to make my report. First, I write words or sentences. If next information and the knowledge I don't know is needed, I use computer and research. Then, I must not forget to record "Reference". This operation is the utility of short time. Finally, continuing to work is needed. By the way, will you have a class in next year? It is ACE? If you will have a class, I want to listen to the explanation of the class. Please tell us it.

Entry 12-1

T/C +2

A +2

W/P +2

T/I +1

Comments:

At the beginning of today's class, teacher gave us a print (newsletter). It's content is "Be Independent", in other words, "Challenge this report on your own. I understand that we have to make this report on my own. In first semester and in first project in second semester, we have improved our own skills or responsibility. So we ought to be able to go forward with this project on my own. But sometimes I forget some skills. Like this case, I want to ask my friends to tell me about the solution of my problem. Luckily, if teacher doesn't speak other students, I can ask teacher to tell about my problem. But it doesn't so, I think that asking my friends to tell about my problem is very quickly. This is connected with the time reduction (less time to do report). If I remember all skills, I want to make my report on my own without asking to my friends to the best of my ability. The time of submission is coming soon. I think that my report is late a little. But I will overtake the time of my report.

Entry 12-8

T/C +2

A +2

W/P +2

T/I +2

Comments

Next week, we have to turn in our own reports. But it is dangerous, because maybe I have late pace. For next week, I have to put a spurt on about making reports. Recently, I wish I had more time to make report. But it is my excuse.

About my report, I want to increase my sentence. But my words can't expand. So, what should I do? I lose my way whether I should make original section or make more "Quoting and Paraphrasing." Ideally, both making original section and making more "Quoting and Paraphrasing" are best. So at first, I will make more Quoting and Paraphrasing. If I have a little time, I would make my own original section.

By the way, we use photographs to attach in my report from Internet. Then I have a idea. May we use the photograph that I take by my digital camera or scanner. It is comfortable for us to make my own report. If I have rudeness, I'm sorry.

Then, I will do my best.

=====

Noriko Diaries: 91 lines

Entry 10-14

Topic/Content +1

Activities +1

Work time/Pace -2

Partner interaction +2

Teacher interaction +2

Comments

Today was not good for me. My partner and I talked about our topic. I felt our topic is really difficult for me. So, today, we couldn't get along with our work. Another English class is give me many subject or assignment. So I was doing only this subject or assignment. And I think it is very easy for me. And I was not speaking too much with a teacher in another class. But I have to decide my topic by myself in this class. And I have to think and investigate by myself in this class. And this class has a pair work. So I have to conversation with my pair. So it is very hard. But I think I will improve my English skills in this class. So it is good for me. I want to do my best this project.

Entry 10-21

Topic/Content +1

Activities -1

Work time/Pace -3

Partner interaction +2

Teacher interaction +2

Comments

Today was not good for me. My partner used the Internet, and searched about our topic. We did not make much progress in our project. I felt my topic is really, really difficult for me.... I thought this class improve my English skill. And I thought this class more difficult than the other CE classes. So this class is really hard for me. My partner and I have do this project in after school. Recently, I worry about next project in this class. I have to do next project by myself. I worry about I will finish next project alone. I feel uneasy about it....But I want to improve my English skill. So I want to do my best in this project and next project.

Entry 11-18

Topic/Content +2

Activities +1

Work time/Pace +1

Partner interaction 0

Teacher interaction +2

Comments

Today was good for me. But I was tired. I started writing my report. Today, first page finished. And I wrote a little introduction. I think it is very difficult for me that I don't have a cooperator or partner. I have to do everything by myself. Maybe I am going to improve my English when this project finished. This time, I think I talk with my teacher. Because I don't have my partner. Now, I worry about I will finish this project myself. I want to improve my English!! So, I am going to talk and have a conversation with my teacher times without

number. And I want to refer to last project. Last project, Ai Okamoto was my partner. She and I talked many times. I think she helped me many times. I want to make the best use of last project.

Entry 11-25

Topic/Content -1

Activities -2

Work time/Pace -2

Partner interaction 0

Teacher interaction -2

Comments

Today was very bad for me. I think my work pace is very slow. So I worry about that. Today, I just use the Internet. I want to write a background and more contents. I felt this project is really difficult...I didn't finish my introduction yet. I want more work time. I have to do this project at home. I had to consider my work pace. I really want to get someone's help!! Moreover, today I didn't talk with you. And I didn't have conversation with my friends. I think this project needs the conversation. Next class, I want to talk with anyone. And I want to finish my introduction.

Entry 12-2

Topic/Content +1

Activities -1

Work time/Pace -2

Partner interaction 0

Teacher interaction -2

Comments

Today was pretty good for me. Today, I finished my introduction. Moreover, I wrote a little background on my report. However, I cannot organize my idea, and opinion easily. Besides my introduction and background is very similar contents. Next class, I want to finish writing my background and effects. But I don't have enough time to finish my report. I want more activity time!! Moreover, I didn't talk to you...

=====

Takao Diaries: 146 lines

Entry 10-7

Topic/Content +1

Activities +1

Work time/Pace +1

Partner interaction +3

Teacher interaction +3

Comments

Today's class was good for me because my partner and I worked together. But working together is a little difficult for me because I want to work everything (researching, gathering information, and making report). I like this project topic, because we can choose the main topic, but last semester's topic is too big topic and we don't believe in a religion so much, so I was not interested in that topic so much. However, working together gives us good influence because we have each partner's vocation, and I want to see others' report because I want to know another belief system. I'm interested in this semester topic, but we have only six weeks working day. We need more time, because we don't have a chance to think about many things (young people, aging population, education, politics, health, environment, business, social issues, and so on).

Entry 10-14

T/C +1

A -1

W/P +1

P/I +3

T/I +2

Comments

Today's class was good for me, because I am weak using "quoting", And I couldn't use quoting, but I can understand how to use the quoting. So I want to learn more computer skills. When I asked teacher my question, teacher stood in front of blackboard, so I sometimes hesitated to say question, Because students and teacher's distance is not close. However, if I had a question, I would ask the question easy today's class, because teacher usually walk around us, and help us. Moreover we can communicate with teacher easy. We have only a few chances to talk in English in this class. But we have a lot of chance to use English in this class. I think this project working pace is right along. But I worry about next project, because the end of the semester is always busy. Last semester's project was very big, and I did many things (other reports, other tests) to the time limit. But I'll do my best!!

Entry 1-21

T/C +1

A +2

W/P +3

P/I +3

T/I +3

Comments

Today, I worried about work time, because we have only two weeks! And we have no class in the next class. But I thought that our work pace is fast. Our project make things smooth, and we share the work with each other, but when my partner was very busy, I would do his work. So, keeping our balance is very important. I occasionally think that I work harder than my partner. But I enjoy working this project, and today teacher played a song in the class. Playing a song relaxed me. Last semester, to find information is difficult for me, because last semester topic is not so famous in Japan. But this semester topic is recent social issue, so we could find the information easily. And, we think that we add the information that see in a different light (experience's angle, elder's angle, teenager's angle, and so on). So I do my best!

Entry 11-4

T/C +1

A +1

W/P +3

P/I +3

T/I +3

Comments

I took a deep breath, because we can finish our project. I thought the work time flashed by. When we worked our project, I felt that we were pushed for time. But actually, we had time on our side. Because we worked our project after school. When I finished our project, I think about our project again and again. Because we got a good opportunity of thinking our project (Depression) seriously. I feel that this class give us individual autonomy like a next year's seminar. I think we had a lot of information in our project, so it was very difficult to gather those information for me. Once I start to think about our project, I feel that I cannot help telling my opinions. And if I didn't choose our topic (Depression), I may have a mistaken opinion. In other English class, I don't think about it deeply. Recently, I feel that my computer skills are progressing. Moreover, I'm probably making great progress with my English. I want to begin to find next project theme, and I want to weave better worked than before project.

Entry 11-18

T/C +2

A +1

W/P +1

T/I +2

Comments

Myself project started at last. Teacher want us to make perfect form report. I think that report will become a good experience, because next year I will take a special seminar. So I will surely make a report. And this project will be very useful to me. I think the my classmates' report is great. So I want to read their report. This time, I should do everything (researching,

gathering information, typing, and so on) so, this project will be hard. But I feel it is a project with more challenge! And I want to study many things from this project. And I don't have a lot of time, so I should control my work time. I like to make report by myself than with partner. Because I care a lot about my partner but before project (prior) partner (Kazuya) always helped me, moreover he gave me a good influences. So I want to bring up myself. My project's theme is very difficult problem. And I feel as if it were my own affair. So I try my best!

Entry 11-25

T/C +2

A +1

W/P +2

T/I +2

Comments

Today, I received a last report. Last report was good influence for me, because my teacher checked my report hard. When I submitted the report to my teacher, I felt that my report is almost perfect, but I actually had a lot of mistake, for example, spelling mistake, space mistake, grammar mistake, and so on. Moreover, I can notice my English weak point from my report. I am poor at choosing suitable English words. When I make the English sentence, I often use my dictionary. Other class teacher said that your dictionary sentence is sometimes wrong and native speaker can't understand English dictionary sentence. Therefore, I think that this time's project puts last project to account, and I want to take care not to have mistake. In all honesty, I am happy to get good score, so I feel that I want to try my best again! And I want to make a better report than last report very much.

Entry 12-2

T/C +3

A +1

W/P +2

T/I +3

Comments

My project is difficult and I should gather information for my report. I have a lot of information, so I should collect the information. Therefore, to make a correct report give me a good influence, But other class report is almost informal. And my project theme give me thinking about my project seriously, because I relate with my project theme. Other classes don't think the problem deeply. If I finished this my project, I would get a confidence in my ability. I think that this class is the hardest class in other CE class, but I will be able to get many things. When I make my report. I think that to choose good English word is difficult for me. Because when I looked up a strange word in a dictionary, I could find some words. So I sometimes hesitate which word I should choose. Other class teacher often point a mistake of word choice. Some CE class is not useful for me because I want to study listening, pronunciation, and grammar more high level. Some CE class is sometimes too easy.

Entry 12-9

T/C +2

A +1

W/P -1

T/I +2

Comments

Now, I worry about work time! Because time limit of my project comes soon. And I should do many things (make report, prepare my presentation, do homework, and take a test). So, I wish I had more time to work on this project. But I never compromise on my project. I sometimes feel that some CE classes don't give me a good influence, because this class depends on textbook very much, and the text book's topic is a heavy story. So I sometimes feel that to do something myself is important in class. So I want to take a "PUT" class again. The deadline is a week away, so I try my best. And I feel that I could grow up myself in this class. My project theme is very heavy for me, but I never regret my topic because it is a big chance to think about my topic seriously. And I can get a correct information. I sometimes have a wrong knowledge. So I can change correct information I want to make a good report, so I want to make to satisfy myself.

Appendix 15: Aggregate PVEM+ data

(Total: 3441 lines of textual data)

5-Item Questionnaire data: 216

Change-essay data: 127

Student Diary data: 543

4 Case Interview data: 2545

5-Item Questionnaire Data (216 lines of text)

Miho_181 (25 lines)

=====Question-1=====

This class was not easy for me, but this class was very useful to progress my English skills. I think that it is important for me to struggle with English. If my teacher support all things for me, my English skills can't be good well. So this class was very important. Lecture class is also important, but experience by doing class is better I think. Because I could get various feeling, and problem. So I could be strong to solve some problem.

=====Question-2=====

I think my partner and I could have good communication during this project. First, we didn't know each other well. I worried about my partner. But she is very kind and supporting for me. My partner has good English skills. So if I had some trouble, my partner often helped me. And If my partner confused something, I could help my partner. So we could help each other. I made so happy, and get a good feeling. Now I want to say "Thank you." for my partner.

=====Question-3=====

I think most important things that it is working together. Because this project was not easy for me. It was hard for me to complete this project myself. Because this project had long pages and need to a lot of information. So if my partner and I could not have a good communication, this project didn't go well. So I think cooperation is very important. If I had to do everything to create this project, I could not it. I could learn about importance of a peer.

=====Question-4=====

To do this project, I often went to the library and researching some information with the Internet. I and my partner often stayed at the school to create this project. I think school life is better than before time. Because, I could learn about a lot of new knowledge and some information during this project. I enjoyed to learn about some information. I think that learning is significant. Because to learn about new things I could get new finding and discovery.

=====Question-5=====

This project was very useful for me to learn about many ways. For example, English skills were very important and also working together was the most important things for me. I could learn to have importance of my classmates. I became to grow thanks for my partner, my teacher and around people. I want to continue learning English very hard. Next semester, I want to lead a good school life. Thank you for reading my opinion. I hope you enjoy summer vacation.

Tomomi_081 (33 lines)

=====Question-1=====

I think that this experiences is good. Because I learned many things. For example English, research, working together, layout, and so on. I can struggle with languages, the ideas, and tasks. That experiences is very useful for me. And that experiences is useful not only now but also future. In this class we had to catch much information that we want by oneself or with our partner. I think it was very difficult but it became good experiences for me. I hadn't written like this long report. It was very difficult. And now I want to study English or languages, research, working together, layout, and so on. And this project was with my partner. If I have not partner, I may not finish this project. I felt partner is very important.

=====Question-2=====

My partner is Haruka. I know her well. And Haruka is same classmate now and we could meet everyday easily. So it is good things and very useful for me. I think Haruka is good partner. We could cooperate each other and finish to report. We suggested each ideas. It is very fun. I discovered different points about religion.

=====Question-3=====

I think this project was very useful project. Because I learned English, research, working together, layout, and so on. But it was difficult. Especially I think that the most value is research. I think research is very difficult things for me. Especially this project's topic, religion, is very difficult. And I could not search books, homepages, newspapers and so on first. Internet have different kind of much information. Some information is wrong and others information is not wrong. Because anyone can make homepages in the world. But I have to judge there information by oneself. It is very difficult. But I could get much information in this project. I noticed that important things about researching something. Important things is to read huge amount of books, homepages, newspapers and so on. I have to select information from these my knowledge.

=====Question-4=====

I learned religion for this project. And I stayed in university last two weeks at evening. It is very good experiences for me. I enjoyed this project. I didn't know that the university is very useful. Nagoya university of foreign language is very useful. Because I use Internet, computers and library. And I can meet and discuss with my friends and teachers. It is great.

=====Question-5=====

I think I can do everything. First I thought this project is very difficult for me and I was not interested in religion then. But I could finish to this project's report. Now I am interested in religion, especially the Christianity in Japan. I enjoyed about this project. I could do it. We have much power. I want to try to report by oneself like this project.

=====Comments=====

This class finish now. This summer vacation will come. I want to enjoy this summer vacation. I'm going to go England with my friend, Noriko Ihara, for three weeks in this summer. I'll study English. See you next semester. Thank you very much.

Takao_021 (34 lines)

=====Question-1=====

This class system is a little hard. Because I had to do everything with my partner. But this class system gave me a good influences. And I learn a lot of thing from our topic and my class. (directly quoting, paraphrasing, and reference, and so on). Moreover, I should think how to develop my topic. But I don't like this class system, because I felt every week didn't lead a full class, so I want to try again another topic in next semester. Last year's class was a little hard. because I had to do homework every week, but that class gave me a good skill and power of thinking.

=====Question-2=====

My partner worked very hard. Especially, he did his best about layout. He taught me a lot of computers' skills, so he gave me a good influences. If I didn't have his help, I might not be able to finish our report. And he noticed my mistake.

=====Question-3=====

My topic is Judaism, so I valued researching Judaism information, because Judaism is very famous religion in the world. But It was difficult to research Judaism information in Japanese for us , because Japanese web sites didn't have a lot of information. So I researched Judaism information in English. And I spent many times for researching Judaism information, and it was difficult to connect various information for us. And I valued working together. Because my partner's attitude was very activity. So I could make our report quickly and smoothly.

=====Question-4=====

This class system had a good points and bad points. Good points; We had a lot of time to make our report, so we could make our report in our speed. Bad points; This class's topic (belief system) was very big scale. So I needed more time. I felt this class system didn't lead a full class working time. So I want to study more computers' skills. But other CE class is receiving teacher's teaching, but this class we had to do everything. (researching, making sentence, and making own report). So own activities are the most important for this class. And it may be able to give me a good influences and many activity attitude.

=====Question-5=====

I learned many things from our topic. I had a wrong stereotype. So I could change my stereotype. This class gave me a good chance to understand right information. And I was taught many things by professor, web sites, and my partner.

=====Comments=====

I want to try another topic in the same class style, because I spent many times to research information. And I want to study computers' skills. (excel ,inset and so on) If I get more computers' skills, I may be able to make a good report and very quickly. I wanted to talk with professor, because I often went to a library, so I could not talk with professor. Last year's class gave a good influences. But Some of my friend said "That class had many homework". But I don't think so. I want to get a power of thinking, so I want to try last year's class system. Because that class gave me many thinking times to solve many problem. I like to think my opinion. Thank you for reading! See you again.

Ai_027 (27 lines)

=====Question-1=====

I think this kind of class is very important and invaluable for us to study English. Because, in this class, English is the just way to learn other things. Until the class of high school, we studied English by memorizing. I think that way only useful to entrance exam. So, an experience by doing class is useful for us to use English after graduate and when work at company. I think we stop the lecture class, and then, we should improve the experience by doing class. So, I like this class and I am enjoyed this class.

=====Question-2=====

I think partner experience help for me on physical and mental side. If I were done this project by myself, I couldn't finished them. I wrote it with my partner, I could finish them. According to writing reports with my partner, we can exchange our opinions and improve our skills each other. For example, if I didn't have any idea about a word but my partner know it, we could write. I think doing with partner is to share the skills and ideas each other. It is necessary for me to study with my partner. I want to continue the way.

=====Question-3=====

I think the parts of research and working together are valuable for me. Because, if I didn't researched enough, I couldn't write reports. If I research deeply, I could write a great report. I think everything is based on researching. For example, in order to make a friends, we have to know about he or she. I think it is the same things to research. And working together can help each other. I mentioned it question number 2, working together can share our skills and ideas. So, I think they are valuable things.

=====Question-4=====

I think our school should change the style of class. I think they should increase the doing class. Because, I think to learn something need to become activity. It is necessary for studying to have interest. Actually, it doesn't need to change all classes, but some one should be changed. Of course, our attitude must change to suite the class. We should become more activity.

=====Question-5=====

I learned that if I would want to do something, I have to have a strong plan. To make the limit by myself is important. And to cooperate with my partner is necessary. I learned these things are very important for me. And to put pictures on my report is easy to understanding. I could experience many things during this project. The greatest learning is difficulties of making reports and studying something. However, these are very fun.

Kazuya_010 (26 lines)

=====Question-1=====

This kind of learning experience is very important knowledge. My partner and I had to research a lot of information and decide the process of this activity. This is very heavy for us, because much times are needed. But we had forwardness. we will not forget the knowledge of learning experience. In other class, we were defensive. So this kind of learning experience is treasure that people overcoming difficulty and achieving this activity can get.

=====Question-2=====

My partner had higher skills than mine. Actually, He had many knowledge. But we had to use the skills which we often don't need using. So we had to learn the skills of learning from experience. Because of this heavy activity, My partner increased his experience. He changed his experience as working this project. I think this is wonderful.

=====Question-3=====

The most valuable part is layout. I can't use layout system, for example attaching picture. But I learned layout skill to achieving this project. Then I can study English, researching, working together, and so on in other class. But the class of being able to learn layout is this only class. Then layout skills is much valuable for other thing. This is very useful when I make report or homework more clear. So I value layout.

=====Question-4=====

I had studied a lot of things in terms of receiver. I was defensive. But in this project, We had to decide the process of this activity and to research a lot of information. My teacher only lead a true direction. So I understood that the important thing is positive heart. I think positive heart is the will of wanting to learn.

=====Question-5=====

The thing that I learned through these challenges is how a religion is recognized by Japanese. Many rules of the religion is understood by many people and at many places. But the religion's believers gathering in Japan is not admitted by Japan's society. To be understood more deeply, a lot of time will be needed.

=====Comments=====

Thank you very much in first semester. I did my best for this project. I am very busy in this semester, and I felt running short of time. But when my partner and I achieved this project, we were very happy. I will do my best next semester, too. See you next semester.

Hiroko_143 (25 lines)

=====Question-1=====

I think this kind of learning experience is great. Because, I can choose what I am interested in and work on my own speed. Also, everything is my responsibility and nobody helps me. I am an adult now, I need to be treated as an adult. So this experience made me satisfied. And working with my partner will be really important when I get a job and have some meetings. I guess I could learn not only about religion also how to work with my partner.

=====Question-2=====

I think working with my partner is sometimes good, sometimes not good. Good points are it is easier together much information than just working on my own and I can compare and discuss those information with her. This activity will make better project, I think. A bad point is when my partner is absent, I should work only myself. We can divide the sections for each, but it does not make sense, it is a pair work. So I just looked for information. But I could not feel happy and thought it had better work on myself.

=====Question-3=====

I valued writing good English as much as possible and researching information. It is an English class and of course I need to improve my English, however, I realized English is still difficult. And the reason I valued researching is I know I need to have a skill to choose the best information and gather them. This skill is not used in the class. When I look for a job or when I begin to work, I am sure I need this skill.

=====Question-4=====

I think NUFS should have this kind of classes more. Universities are place to study, not only for playing with place. Now, many classes in NUFS are easy to get their credits. I think this system is wrong. We, students should know why we come to university and what we should do there.

=====Question-5=====

I have learned working with my partner is difficult. Each person has different thinking and sometimes it causes conflict situation. But when we overcome this, a good project is made. And I learned there so many information about just one topic in the world. If I got wrong information, everything went wrong. So I noticed that choosing and comparing information is important.

=====Comments=====

Many students say your class is strict but I do not think so. Please continue your style!

Chiaki_197 (25 lines)

=====Question-1=====

I think that this kind of learning experience was entirely new attempt for us. And I could good experience in the class. Firstly, I was confused at the beginning of this class. Because I have never taken like this class. But in this time, I could learn how to cooperate with my friend and how to pull information together. Actually, I like to gather importations and to create sentences. I like to think how to get reader's interests. So I enjoyed this learning experience.

=====Question-2=====

I think that my partner gave me some rests and we could cooperate various things each other. My partner's encouraged thing was that she is good at to type a computer. I'm not good at to type something. So I was helped by her very much. And I think that I could help her side research information's. I hope so. She always became supporter for me. So I thank with her. Then I felt my partner and me are similar.

=====Question-3=====

I think researching is most important. Because we can learn many things. Then if we gather many articles, we can know many information more deeply and we will be able to have bigger horizon. In this class, I have learned shocking thing. But I think that to know about true is good thing. Because we will able to know the story's bock ground and true of the history. This experience will be able to useful thing for me.

=====Question-4=====

I think that this is a university's study. And I thought school is the best environment to study like this. In this time our floppy disk froze in the computer. Then we are helped media support center's woman. She taught us how to use this computer and the talk will be able to help in the future. And school has many information. I could learn about how to learn by myself. Then I thought if I didn't take this class, I will not study about Islam and I will not know about Islam entirely. I'm fear it.

=====Question-5=====

Of course, I could learn about Islam. And I could learn about how to cooperate with my partner. Because I try to do something only one self. I have been said another women in my part time job. So this was good experience for me. And I could learn importance of cooperation. Then I could learn way of study.

Noriko 028_E (21 lines)

=====Question-1=====

I think this class different from every class which I have taken until now. Because I had to do almost all things by myself. But this class we had to make plans to do it together even there was much time until a presentation of this project. These were difficult for us. But when it was finished, our feeling of achievement was great.

=====Question-2=====

At the beginning of this project, we shared each part to do. My partner helped me any time. It continued during this project. We often showed some good information each other about this topic. But we felt relaxing too much because we thought we had much time.

=====Question-3=====

I think the most important and valuable part was research. Because if I found some information, I had to consider it was good or not. In addition, if the information were English, I have to translate into Japanese. Sometimes I couldn't find good information. And working together took me to have more responsibilities. Because my fail became my partner's. So my responsibilities developed than before.

=====Question-4=====

Classes which I have experienced were easy. Because it was ok to just hear teachers'. These classes is easy, but an ability of thinking something may not develop. I think we sometimes need the class like this to develop our skills of thinking.

=====Question-5=====

I learned many difficult things of working together, doing by myself, making plans to do and so on from this project. But It made me more responsibilities, the power to do something by myself. And I learned many things of computer function. This project was more difficult than I have thought.

=====Comments=====

This project was much more difficult every thing than last year. But I believe things that I did this project will help me someday.

Change Essay Data (127 lines of text)

Miho_181 (13 lines)

Participating in this year's Joho-Eigo MALL course activities was moderately meaningful for me.

I think that this class is very useful. Because this class gives me a lot of chance to learn about some issue. The issue is difficult or close to us and so on. So I could search using the internet and reading a lot of books and magazines. It wasn't easy for me, but I could study many things. For example, there are child abuse and information society in Japan, and serious problems. So I have a chance to consider about society. And I could progress my English skills in this class. I think first work was very good. My partner and I could have good cooperation. When we finished out project we could feel a lot of pleasure for each other. I think this feeling is very important to do something.

This class isn't easy, but I think this class gives me a lot of good knowledge, information and experiences. I know a lot of reports relate to progress in my English skills. So I could have good time to study English and I have to reconsider our problem in this society.

In this year, I could have good experiences in this class and in this university. So I want to say thank you for my friends, teacher and family. And I want to continue to study English very hard.

Hiroko_143 (14 lines)

Participating in this year's Joho-Eigo MALL course activities was very meaningful for me.

I could learn about pair work, researching information, writing simple report and so on from this class. For example, the projects of this semester was pair work. We must cooperate with our own partner and we also must talk, because if we didn't talk the report would not be good. And researching many information is important, because we can get a lot of information from the internet, books, magazines and so on. If we used all the information then the report would not take shape. So we had to research and gather information we needed. This activity will be useful in the future. And I think writing a report in English was very good experience for me. Because I could learn many new words, grammar and writing style of report. I could gain knowledge. It is very important for my future.

Before this class, I didn't make English sentence well, but now I can make more English sentences. And maybe, we will work with many other people after graduation, when the time comes there are some situation that we must cooperate with other people. At that time, these experiences will be useful. So, I think this class was very meaningful for me.

Masahiro_155 (15 lines)

Participating in this year's Joho-Eigo MALL course activities was moderately meaningful for me.

I have learned English from the cram school, however, my ability of English didn't progress. When I was high school student, I hated English. So I didn't study English and my grade of English was very bad. English is very useful and important. Everyone says like this, so I entered this university. Then, I thought that my ability of English will not progress. Because I hated English although I entered this university.

When I took this Joho-Eigo MALL course activities, the view of English started changing. I became to enjoy writing report in English. I think that it is most important to write report in English to improve English ability.

Because there are many important words and grammar in sentence. I have learned many words by heart to enter this university, but I forget the words at once. The way wasn't appropriate for me. Now, I learned the words which I used in my report, so this way was appropriate for me.

And I could learn how to use computer. All things I learned from this class will be made the most of in my life. Finally, I learned pleasantness of studying English, so I can say vividly, “this class is very meaningful for me.”

Chiaki_197 (18 lines)

Participating in this year’s Joho-Eigo MALL course activities was very meaningful for me.

I have study many things in this class. It goes without saying that my English skill develops and I studied “education” and “radio”, so I know those now. Especially topic about “Education of Japanese English” is important for me. I asked many questions to many native speakers and my friends. I always investigated information from internet. This is good and my knowledge was made clearly. First of starting these activities I didn’t know what to do and many words confused me, and I must study Japanese history again. Of course I studied these when I was high school student, however I forgot.

These activities is important for us. Because we always just listen to talking teacher say. On the other hand, MALL course activities make us voluntarily and we must do duty all. So we can become adults, as we don’t have common sense. I study many things. Most classes in this university, teacher or professor teaches us looks line one way. So we write many things in my notebook, and I learn by heart, and learn for examination. So after examination, I forget these, but I keep learning by heart. This is how I study by myself. Of course teaching one way is not a bad thing. I can know many things, but study for examination is bad way. So I love both teaching from teacher and the way we investigate these things and make a report. This is great I think. After finish this MALL class, my brain makes growing up...maybe. Thank you for one year, and I will keep doing my best.

Ai_027 (13 lines)

Participating in this year’s Joho-Eigo MALL course activities was very meaningful for me.

Because I used English as a tool to make a report in this class. We studied Japan. We made an English report about Japanese influences. I think English should become one of my skills when I work in the future. For that purpose, I should use English as the same as Japanese. In this class, I learned how to make an English report, topic sentences, references, punctuation, and so on. I suppose that those things will be very important for me to use English. I think that just reading and writing aren’t enough. To put English into practice is very important and necessary.

Partner practicing was also very important for me. Because I exchanged my partner’s opinion and share our skills with each other. Those things improved the quality of our reports. When I realized the limitations of my skills, my partner gave me a new opinion. So I followed out my report.

Through this class, I suppose that I improved my skills of writing, reading, thinking and communicating. This class gave me opportunities that I improve my English skills and I challenged a high level. Therefore, this class was very significant for me.

Yumi_181 (11 lines)

Participating in this year’s Joho-Eigo MALL course activities was moderately meaningful for me.

These activities were profitable to improve my English skills, especially writing English. In this class, I took a lot of time to make my report. First, I collected material from a book, newspaper or English homepage. I translated the material from Japanese to English, and I deepen my understanding about my topic with that. Next, I scribbled my opinions on notebook. I corrected the grammar, spelling and so on. It was hard for me to create the correct sentence. I used the internet translator and asked my teacher, Professor Cholewinski. They

compensated for my lack of English skills. Moreover, I got new knowledge. Finally, my report was finished. I tried to do my best even if my report got a low point. I learned many words, grammar, vocabularies. The repetition using this knowledge is the way of improving my English skills. I think have trouble with this class, but I could get a good study.

Sayaka_186 (13 lines)

Participating in this year's Joho-Eigo MALL course activities was moderately meaningful for me.

I think I could acquire various things in your class. For example, there are using computer and the internet, writing a report in English, a correct use of English and so on. Also I had to look through a lot of information from books, internet and journal to complete your challenges.

And then I could get many knowledge, and the more I looked through, the more interested I was in Japanese society.

I have lived during about twenty years in Japan, but I don't know most things. Even if I know the topic, it is only name. I didn't know how or when the story happens. In the near future, I will be a member of society. However if I go out into the world to the matter I don't know, I will not be able to adapt in a new world. You gave me a chance to know a lot of things. I was very lucky. Your challenges are sometimes hard, but I think I was great to accomplish your challenges. Because I understood that accomplishing is very important. And then I learned about the use of time.

So I try to be interested in various things. I have few hobbies. If I learn a lot of things making use of my knowledge, I may be able to find the thing that matches me. Thank you very much!!

Noriko_028 (16 lines)

Participating in this year's Joho-Eigo MALL course activities was very meaningful for me.

It was the most difficult class for me in this year. Therefore, I could learn a lot of things from this class. I knew how to make a formal English report in this class. If I didn't take this class, I wouldn't still know it. I didn't care of reference when I made some reports. This class made me to know reference in very important to make reports.

This class made good opportunities to think of Japanese problems. Of course I know there are many problems in Japan from TV, radio and newspapers. But I just know what it is. I didn't think of these deeply and seriously. I could make some reports without knowledge. So I searched some Japanese problems, and I wrote down my opinions. Therefore I could compare my opinions with others. So I could understand it more.

There were much time to make reports. I had to do some reports with my partner. These were very difficult for me. I had to control myself to use time each week. I'm not good at using time. I often scurried through my reports near deadline. And when working with my partner, I had to think of it. After we made it, we confirmed each other. We could help each other. I think it's a good thing. In next year, I'll take an English seminar class. I will be able to put it to good account.

Takao_021 (14 lines)

Participating in this year's Joho-Eigo MALL course activities was very meaningful for me.

This class gave me very good influences. Because I could think about many social issues seriously through this class. Moreover, I could correct my prejudice against many social issues. For example, I thought HIV is very strong virus, and if HIV went into the body, I thought symptoms of AIDS show in the body soon. In fact, HIV goes underground for ten

years in the body. This class not only gave me correct format but also a chance to know correct information against many social issues. And what's more, I should do everything in my project, so I could gather much information for my project. Therefore, when I finished by project, I had a big confidence. I agree with this class system, because in other class, I talk about some social issues in English, but I think it is too short. If I had more time to talk about some social issues, I could talk more deeply. My topic was always difficult and heavy, but I gradually wanted to show my opinion against my topic, and I want to read other student reports. If I didn't take this class, I was not interested in social issues. And I sometimes felt that this class is very hard, but this class experience surely become my ability. So in the future, I'll make the best of my ability.

Student Diary Data (543 lines of text)

Ai Diary Entries: 139 lines

Entry: 10-7

Topic/Content +2

Activities +2

Work time/Pace +2

Partner interaction +2

Teacher interaction +2

Comments

Today was a good day for me because I and my partner finished out introduction paragraph. I think it was a good starting. But our topic is a little difficult. So I worry about time. I think we should get information as quickly as we can. And I and my partner have to talk about our topic sufficiently. Because I think when I'll make a report with partner, the most important thing is talking. According to talking, I and my partner could understand our opinion of each other. I think that connects to succeed. I think this class give me an opportunity of thinking. Recently, we don't think hard about everything. I think it is so bad trend for us. Therefore, I want to do my best each time.

Entry: 10-14

T/C +1

A +1

W/P +3

T/I +3

Comments

Today, my report was gotten taking form. But I want to write more and more, so I worry about working pace. In this time, a problem is whether I do my report deliberately. I don't want to give up!! I don't want to compromise!! I want to do my best as possible as I can. This time I really enjoy writing a report. It's very good and bad for me. Because, it is difficult for me to keep objective in my mind. This time my topic is my favorite thing. So I have a lot of matter that I want to write down. I want to have one more week except December 16th. Then I can afford to check my report more carefully.

Entry: 10-21

T/C +1

A -1

W/P -1

P/I +2

T/I +1

Comments

Today was not so bad compared to last class. But it was slow pace so far. We wrote and made sentences but I think it didn't enough. We have to do extra work. This week we don't have a class, and next week it is a deadline. We have only one class!! I like this class and its style. Because in this class I use English for just a tool. I make English report but usually I research Japanese books or Internet. First, I consider topic in Japanese and then I translate from Japanese to English. I think it is very necessary for us to use at job. However, I don't get used to doing this style yet. So, I need much time to finish the report. I think there aren't enough time to finish the report in this time. I should be in a hurry!!!

Entry: 11-4

T/C +2

A +1

W/P -1

P/I +2

T/I +1

Comments

Today was a due day!!

So, my partner and I were in a hurry. Since our reports didn't enough to hand in. Therefore, I did our reports besides class time. I wanted to have more time to make reports. However, my partner and I finished this report. I really worried about the deadline. Now I feel relieve. Next report, I have to do it by myself. So, I want to do my report earlier. However, making a report by myself is first time. So I feel uneasy about it.

Entry: 11-18

T/C +3

A +2

W/P +1

T/I +2

Comments

Today, I'd like to tell you a questionnaire that I did last week. I have a question about CE classes for a long time. I think class is a hands-on class. I consider that this class is the most to learn useful English skill. Other classes, except some CE classes, are just lecture classes. However, some of CE class is not kind of these class. I usually practice a conversation in CE classes. But I can't regard these CE classes as the hands-on class. I don't have any idea why I think so. However, I think probably many students use many Japanese in conversation class. They have low consciousness about using English. I think our low consciousness are leading to low level of other classes.

Entry: 11-25

T/C +2

A +1

W/P -1

T/I +2

Comments

Today, before class, I studied at library. I read books about my topic, drama, gradually I became joyfully. I was absorbed reading books. But this book's content is very difficult to interpreting Japanese to English. By the way, recently, I have doubts about classmates' behavior. To share each opinion or idea is very good thing because my partner and I will improve our skills. However, some students ask me about grammars, vocabularies, or

expressions. I feel happy to be trusted me but each time my work is stopped. So, I feel unpleasant. I hope they should consider more little bit by themselves.

To consider by myself become mine. I have only three classes! I'll do my best!!

Entry: 12-2

T/C +2

A +2

W/P +2

T/I +3

Comments

Thank you very much to take a measure to get my wish. (I made a newsletter that also included a mention for students to not bother other students...specifically in mind were the rough boys who were taking advantage of Ai and some puff the other more serious students). Today, I feel very comfortable and could speed my work. Yesterday, I complain to other CE's class teacher about classmates. In that class, some of my classmates don't do homework enough. Therefore, I can't conversation with them. I can't ask some questions to them. I intolerant their behavior. I can't totally understand them. Their parents paid very expensive entrance fee. So, if they don't study earnestly, it would be a waste of money and time. I couldn't improve my English skills with like those students. I think they are really, really lazy. They don't make any efforts that is studying English, nevertheless, they hope that they will pass the CE class. I think it is not fair!!

They should be failed!! We are "University Students". I think their behavior looks like "Elementary Students". They should more consider their behavior. By the way, I really enjoy doing this report. I can't take shape because I have a lot of things that I want to write down. I worry about deadline. But I'm really, really fun this time.

Entry: 12-9

T/C +1

A +1

W/P +3

T/I +3

Comments

Today, my report was gotten taking form. But I want to write more and more, so I worry about working pace. In this time, a problem is whether I do my report deliberately. I don't want to give up!! I don't want to compromise!! I want to do my best as possible as I can. This time I really enjoy writing a report. It's very good and bad for me. Because, it is difficult for me to keep objective in my mind. This time my topic is my favorite thing. So I have a lot of matter that I want to write down. I want to have one more week except December 16th. Then I can afford to check my report more carefully.

Kazuya Diary Entries: 167 Lines

Entry 10-7

Topic/Content +3

Activities +1

Work time/Pace +3

Partner interaction +2

Teacher interaction +1

Comments

Today's class had much content. One of them is about Introduction. It was easy for my partner and I to go forward with making Introduction Paragraph, because my teacher gave us an example of Introduction. So, we could use much time effectively. But I wanted to make all our introduction paragraph in ourselves originally. We run short of the power of thinking, in other words, the power of making sentence. We need to think ourselves. I wanted my teacher to show only the current of Introduction. Work time and pace were very good. This class in this year has much time to think sentence, to research information with my partner. I'm happy to do their activities in my pace. Then, I can concentrate my activities because my teacher walk around in the classroom, and my teacher tell us that our activities have mistake or problem. This is also good in terms of being able to correct mistake in advance. In my thought I want to talk with my teacher. But I don't know what I question and how I question. I will do my best about this thing. Today's evaluation is end. I think that the next class will be useful for me. I will do my best and I want to study more things.

Entry 10-14

T/C +1

A +1

W/P +3

P/I +1

T/I +2

Comments

Today's class was very useful for me. It is "Quoting" information in our report. I have thought the thing that your class need speed, accuracy, a lot of time. So because of "Quoting" we can cut a little short time, and I think this is useful. But I think work time is short. I feel to be pushed for time. So what do we do? The resolution is "Partner Interaction." Comparing other class, cooperating with my partner is more important for this class. In other class, partner often become companion. So, I want to improve "partner Interaction." Recently, in this class, there is no homework. I think homework was activities' pace last year. So I have the time that my concentration break. It is difficult for me to have to manage work time or work pace. This resolution may be my "Teacher Interaction." If we have the question I can't resolve, we should ask our teacher. This class is very strict. But of all activities, for example, using computer, researching information, sharing a lot of knowledge with my partner, and so on, become my power. I will also do my best in next class.

Entry 10-21

T/C +2

A +2

W/P +3

P/I +3

T/I +2

Comments

Today, we could forward our project. We just about inputted our English document, because my partner, Takao Ito, worked hard to make good works. My partner and I gathered our important information. My partner structured our English document. The part of inputting was my job. So, I could input them in the computer. I think that teacher's class style is the place of cultivating friendship. During studying in this class, my partner and I concentrate, and I feel satisfaction. Then it was difficult for me to research the information I want from many information. I also need to change how to research information. If there were easy researching, I want to know it. for example how to entry site, famous people's book, and so on. We will turn in our project document. We have to put on a spurt. Our English document is

almost perfection. But maybe, there are mistakes in it. We must check it. I have the time that I want more working time. But it is important to make our English document until deadline. Then, I have the worry thing. It is next project. Do we use the document that my partner and I made? I really want to know it. Even if the project is hard, I will also work hard.

Entry 11-4

T/C +3

A +2

W/P +3

P/I +3

T/I +3

Comments

Today's class is the submission day of our report. I was very nervous, because maybe there were some mistakes in my report. My partner and I checked mistake very carefully. But I felt that our report have a few mistake. When my partner and I corrected all our mistake, and we turned in our report, teacher said that our report still have a mistake. The mistake was in title page. We used normal line word. Theme words in title page must be capital letter. We were very surprised. I think that one mistake is too heavy. When I make my report, I am much nervous. But I think that this feeling is a good stress. by the way, how to submit a report is same way with first semester. Had I better remember this way? If we use same way from now on, I think that you had better teach the way. So, we can cut down the time of submitting a report. Then, we use the surplus time for other activities. But it is the most reliable for you to had better teach in each time? Next class is the first day of small report by myself. I think of a theme for my report. Using a lot of skills that I learned, I will make my best report.

Entry 11-18

T/C +2

A +2

W/P +3

T/I +3

Comments

Today's class was interesting for me, because the project by myself began. In first project, I made our report with my partner. But in second project...I have to make a report by myself. I think that the more effort than before is needed. But I will do my best. Then I think that we all can study this final project smoothly. My teacher's class is very strict. We try to study many technique exactly. For this point, I think we stock a lot of techniques. By the way, I think that this class's atmosphere is very good for studying. In a class, there are many students, in other words, this class has four groups. It is E group, F group, G group, and H group. So I can ask my problem to friends or teacher. This connect with the time reduction. So, efficiency become good and studying project is interesting. In this project, My topic is "Music." Music entertain a lot of people. But do music power have this only? My answer is "NO." I will want to write about this content. But now is secret. Please look forward to finishing my report.

Entry 11-25

T/C +2

A +2

W/P +3

T/I +2

Comments

At the beginning of today's class, my teacher return reports to us. And teacher gave us the print of statistic data. It is easy for me to know our class grade. Our report had many check points by red pen. This is the points of improving, and these are mistakes that I couldn't discover in our own report. Not repeating same mistake is important. Like this, I have to make my English skills strong. In today's activities, I had a difficult thing. To discover the information that I really want is much difficult. I spend a lot of times searching the information. There are 90 minutes in one class. but I feel the waste of time. So, I try to change how to make my report. First, I write words or sentences. If next information and the knowledge I don't know is needed, I use computer and research. Then, I must not forget to record "Reference". This operation is the utility of short time. Finally, continuing to work is needed. By the way, will you have a class in next year? It is ACE? If you will have a class, I want to listen to the explanation of the class. Please tell us it.

Entry 12-1

T/C +2

A +2

W/P +2

T/I +1

Comments:

At the beginning of today's class, teacher gave us a print (newsletter). It's content is "Be Independent", in other words, "Challenge this report on your own. I understand that we have to make this report on my own. In first semester and first project in second semester, we have improved our own skills or responsibility. So we ought to be able to go forward with this project on my own. But sometimes I forget some skills. Like this case, I want to ask my friends to tell me about the solution of my problem. Luckily, if teacher doesn't speak other students, I can ask teacher to tell about my problem. But it doesn't so, I think that asking my friends to tell about my problem is very quickly. This is connected with the time reduction (less time to do report). If I remember all skills, I want to make my report on my own without asking to my friends to the best of my ability. The time of submission is coming soon. I think that my report is late a little. But I will overtake the time of my report.

Entry 12-8

T/C +2

A +2

W/P +2

T/I +2

Comments

Next week, we have to turn in our own reports. But it is dangerous, because maybe I have late pace. For next week, I have to put a spurt on about making reports. Recently, I wish I had more time to make report. But it is my excuse.

About my report, I want to increase my sentence. But my words can't expand. So, what should I do? I lose my way whether I should make original section or make more "Quoting and Paraphrasing." Ideally, both making original section and making more "Quoting and Paraphrasing" are best. So at first, I will make more Quoting and Paraphrasing. If I have a little time, I would make my own original section.

By the way, we use photographs to attach in my report from Internet. Then I have a idea. May we use the photograph that I take by my digital camera or scanner. It is comfortable for us to make my own report. If I have rudeness, I'm sorry.

Then, I will do my best.

Noriko Diaries: 91 lines

Entry 10-14

Topic/Content +1

Activities +1

Work time/Pace -2

Partner interaction +2

Teacher interaction +2

Comments

Today was not good for me. My partner and I talked about our topic. I felt our topic is really difficult for me. So, today, we couldn't get along with our work. Another English class is give me many subject or assignment. So I was doing only this subject or assignment. And I think it is very easy for me. And I was not speaking too much with a teacher in another class. But I have to decide my topic by myself in this class. And I have to think and investigate by myself in this class. And this class has a pair work. So I have to conversation with my pair. So it is very hard. But I think I will improve my English skills in this class. So it is good for me. I want to do my best this project.

Entry 10-21

Topic/Content +1

Activities -1

Work time/Pace -3

Partner interaction +2

Teacher interaction +2

Comments

Today was not good for me. My partner used the Internet, and searched about our topic. We did not make much progress in our project. I felt my topic is really, really difficult for me.... I thought this class improve my English skill. And I thought this class more difficult than the other CE classes. So this class is really hard for me. My partner and I have do this project in after school.

Recently, I worry about next project in this class. I have to do next project by myself. I worry about I will finish next project alone. I feel uneasy about it....

But I want to improve my English skill. So I want to do my best in this project and next project.

Entry 11-18

Topic/Content +2

Activities +1

Work time/Pace +1

Partner interaction 0

Teacher interaction +2

Comments

Today was good for me. But I was tired. I started writing my report. Today, first page finished. And I wrote a little introduction. I think it is very difficult for me that I don't have a cooperator or partner. I have to do everything by myself. Maybe I am going to improve my English when this project finished. This time, I think I talk with my teacher. Because I don't have my partner. Now, I worry about I will finish this project myself.

I want to improve my English!! So, I am going to talk and have a conversation with my teacher times without number. And I want to refer to last project. Last project, Ai Okamoto was my partner. She and I talked many times. I think she helped me many times. I want to make the best use of last project.

Entry 11-25

Topic/Content -1

Activities -2

Work time/Pace -2

Partner interaction 0

Teacher interaction -2

Comments

Today was very bad for me. I think my work pace is very slow. So I worry about that. Today, I just use the Internet. I want to write a background and more contents.

I felt this project is really difficult...

I didn't finish my introduction yet. I want more work time. I have to finish this project at home.

I had to consider my work pace.

I really want to get someone's help!!

Moreover, today I didn't talk with you. And I didn't have conversation with my friends. I think this project needs the conversation.

Next class, I want to talk with anyone. And I want to finish my introduction.

Entry 12-2

Topic/Content +1

Activities -1

Work time/Pace -2

Partner interaction 0

Teacher interaction -2

Comments

Today was pretty good for me. Today, I finished my introduction. Moreover, I wrote a little background on my report.

However, I cannot organize my idea, and opinion easily. Besides my introduction and background is very similar contents.

Next class, I want to finish writing my background and effects.

But I don't have enough time to finish my report. I want more activity time!!

Moreover, I didn't talk to you...

Takao Diaries: 146 lines

Entry 10-7

Topic/Content +1

Activities +1

Work time/Pace +1

Partner interaction +3

Teacher interaction +3

Comments

Today's class was good for me because my partner and I worked together. But working together is a little difficult for me because I want to work everything (researching, gathering information, and making report).

I like this project topic, because we can choose the main topic, but last semester's topic is too big topic and we don't believe in a religion so much, so I was not interested in that topic so much. However, working together gives us good influence because we have each partner's vocation, and I want to see others' report because I want to know another belief system. I'm interested in this semester topic, but we have only six weeks working day. We need more time, because we don't have a chance to think about many things (young people, aging population, education, politics, health, environment, business, social issues, and so on).

Entry 10-14

T/C +1

A -1

W/P +1

P/I +3

T/I +2

Comments

Today's class was good for me, because I am weak using "quoting", And I couldn't use quoting, but I can understand how to use the quoting. So I want to learn more computer skills. When I asked teacher my question, teacher stood in front of blackboard, so I sometimes hesitated to say question, Because students and teacher's distance is not close. However, if I had a question, I would ask the question easy today's class, because teacher usually walk around us, and help us. Moreover we can communicate with teacher easy. We have only a few chances to talk in English in this class. But we have a lot of chance to use English in this class. I think this project working pace is right along. But I worry about next project, because the end of the semester is always busy. Last semester's project was very big, and I did many things (other reports, other tests) to the time limit.

But I'll do my best!!

Entry 1-21

T/C +1

A +2

W/P +3

P/I +3

T/I +3

Comments

Today, I worried about work time, because we have only two weeks! And we have no class in the next class. But I thought that our work pace is fast. Our project make things smooth, and we share the work with each other, but when my partner was very busy, I would do his work. So, keeping our balance is very important. I occasionally think that I work harder than my partner. But I enjoy working this project, and today teacher played a song in the class. Playing a song relaxed me. Last semester, to find information is difficult for me, because last semester topic is not so famous in Japan. But this semester topic is recent social issue, so we could find the information easily. And, we think that we add the information that see in a different light (experience's angle, elder's angle, teenager's angle, and so on).

So I do my best!

Entry 11-4

T/C +1

A +1

W/P +3

P/I +3

T/I +3

Comments

I took a deep breath, because we can finish our project. I thought the work time flashed by. When we worked our project, I felt that we were pushed for time. But actually, we had time on our side. Because we worked our project after school. When I finished our project, I think about our project again and again. Because we got a good opportunity of thinking our project (Depression) seriously. I feel that this class give us individual autonomy like a next year's seminar. I think we had a lot of information in our project, so it was very difficult to gather those information for me. Once I start to think about our project, I feel that I cannot help telling my opinions. And if I didn't choose our topic (Depression), I may have a mistaken opinion. In other English class, I don't think about it deeply. Recently, I feel that my computer skills are progressing. Moreover, I'm probably making great progress with my English. I want to begin to find next project theme, and I want to weave better worked than before project.

Entry 11-18

T/C +2

A +1

W/P +1

T/I +2

Comments

Myself project started at last. Teacher want us to make perfect form report. I think that report will become a good experience, because next year I will take a special seminar. So I will surely make a report. And this project will be very useful to me. I think the my classmates' report is great. So I want to read their report. This time, I should do everything (researching, gathering information, typing, and so on) so, this project will be hard. But I feel it is a project with more challenge! And I want to study many things from this project. And I don't have a lot of time, so I should control my work time. I like to make report by myself than with partner. Because I care a lot about my partner but before project (prior) partner (Kazuya) always helped me, moreover he gave me a good influences. So I want to bring up myself. My project's theme is very difficult problem. And I feel as if it were my own affair. So I try my best!

Entry 11-25

T/C +2

A +1

W/P +2

T/I +2

Comments

Today, I received a last report. Last report was good influence for me, because my teacher checked my report hard. When I submitted the report to my teacher, I felt that my report is almost perfect, but I actually had a lot of mistake, for example, spelling mistake, space mistake, grammar mistake, and so on. Moreover, I can notice my English weak point from my report. I am poor at choosing suitable English words. When I make the English sentence, I often use my dictionary. Other class teacher said that your dictionary sentence is sometimes wrong and native speaker can't understand English dictionary sentence. Therefore, I think that this time's project puts last project to account, and I want to take care not to have mistake. In all honesty, I am happy to get good score, so I feel that I want to try my best again! And I want to make a better report than last report very much.

Entry 12-2

T/C +3

A +1

W/P +2

T/I +3

Comments

My project is difficult and I should gather information for my report. I have a lot of information, so I should collect the information. Therefore, to make a correct report give me a good influence, But other class report is almost informal. And my project theme give me thinking about my project seriously, because I relate with my project theme. Other classes don't think the problem deeply. If I finished this my project, I would get a confidence in my ability. I think that this class is the hardest class in other CE class, but I will be able to get many things. When I make my report. I think that to choose good English word is difficult fore me. Because when I looked up a strange word in a dictionary, I could find some words. So I sometimes hesitate which word I should choose. Other class teacher often point a mistake of word choice. Some CE class is not useful for me because I want to study listening, pronunciation, and grammar more high level. Some CE class is sometimes too easy.

Entry 12-9

T/C +2

A +1

W/P -1

T/I +2

Comments

Now, I worry about work time! Because time limit of my project comes soon. And I should do many things (make report, prepare my presentation, do homework, and taka a test). So, I wish I had more time to work on this project. But I never compromise on my project. I sometimes feel that some CE classes don't give me a good influence, because this class depends on textbook very much, and the text book's topic is a heavy story. So I sometimes feel that to do something myself is important in class. So I want to take a "PUT" class again. The deadline is a week away, so I try my best. And I feel that I could grow up myself in this class. My project theme is very heavy for me, but I never regret my topic because it is a big chance to think about my topic seriously. And I can get a correct information. I sometimes have a wrong knowledge. So I can change correct information I want to make a good report, so I want to make to satisfy myself.

4-Case Interview Data (2545 lines of text)

Ai_027: (appx.650 lines of mixed text)

M: Were all your classmates like that (just doing it mechanistically)?

A: Ah, many, not all.

M: Okay, were you?

A: Yes, me.

M: Because?

A: Because in the high school, uh, my goal is I just did studying as, just do it, just did it.

M: But there was no deeper meaning?...do you feel bad? Did you feel bad that you were just doing?

A: Yes, because it is not interesting, it's not fun. It was to pass the exam just.

M: okay..

A: This class (ALE), it's not enough just to pass, it is not enough...so interest, I enjoyed the topic, it's important..

M: But in high school you can't choose a topic?

A: Yes.

M: But in the MALL you can choose the topic?

A: I choose. I could, I can choose. I can choose a topic. So, interest topic.. so there is something of interest to me, so, there are no tests in the MALL class, so I don't have to care about the tests. So something that's interesting to me I research or I research on internet or books, I can show my mind.

M: Yes.

A: I can. I want to know more and more, so I *against* (reprioritize) the club activity, I could more possibility, activity, actively study this topic.

M: Into your topic?

A: Yes.

M: Okay, you said against your club activity, do you mean circle, club?

A: Includes that, but study...

M: okay, so you have a choice? And it's almost, you have a freedom? It's your choice how, how deeply you, want to understand the topic? (looking at scratch paper)

A: Oh yes.

M: But you wanted to go very deeply because you had a freedom to do that? Like an educational play time?

A: Yes, yes.

M: By the end of the semester, you were pretty deep into drama. I remember you wrote about all of that "I have a chance to do this!"

A: Yes.

M: And what was your thinking of grades now? (pointing to early semester) Now here grades are important, tests and grades and empty activities.

A: yeah, hmm (laughs)

M: So now what do you think about grades...at the end of the MALL?

A: To tell you the truth, I care about the grade because in the future, I want to, have a job. I think after the mall class the most important thing is my self-development. My active about or interest about..is very important to study or learn..

M: Enjoyable? and I could learn something..? Why is that important?

A: because...interest or, I can enjoy, uhm, I can enjoy school days

M: but you enjoyed then (high school)?

A: I enjoyed then except study..

M: the social environment was enjoyable...friends?

A: And club activities or ..

M: So that was more enjoyable...that was the main point of high school?

A: Yes.

M: And the tests? Do this work, get the test grade?

A: Yes.

M: Is social is still important...(now)?

A: Yes.

M: And grades are still important?

A: Yes

M: But you said attitude about interests??

A: Yes. Attitude or ..when I was a high school student, grade equals evaluation of the results of an examination, but in the mall class an evaluation equals my attitude or my effort, but not the examination or result of an examination.

M: There's no test here, but grade is important, but there's no number.

A: Yes.

M: So what are you challenging to do here in high school?

A: Not deep understanding...but for my English skills for myself. If after the long class I KNOW I study...I learned how to do it, so it is for my future, it's for my skill

A: Yes.

M: Can you draw a line from first semester...how did your skills develop...how to do a paragraph, references, how to do a layout from here...(beginning of semester)..it wasn't exactly zero...it went up?

A: Yes

M: Can you draw a line like a skills line? (beginning of semester to end)

A: I trust my own skill now, now I have..

M: You tested yourself?

A: Yes.

M: Because you learned..

A: It's for me, because it's me alone...now.

M: What did you guys do first semester...Buddhism

A: Buddhism, yes. When I wrote a report with my partner, we can help each other

M: You shared information about "how to do"

A: Yes.

M: That starts where (on the paper)? So this became your...understanding and knowledge about drama. This is where you begin. It's not really zero. Yeah, you knew something already.

A: Yes.

M: Okay, now how about the personal skills? With a partner, you worked with a partner. So personal skills, how did they change?

A: I forgot about, for example, how to make a quotation, but my partner did know how to...they helped me.

M: kind of like a dictionary?

A: yes

M: I can check it.

A: But almost I remembered, relied just a small amount

M: So you remembered for yourself? It was a repeating for yourself, so before you could repeat (help?) with a partner you repeat with yourself and it (skill) becomes stronger?

A: Yes.

M: So you tested yourself. "Oh I remembered that...yatta! It's mine..

A: mmm [laughs at the understanding and recognition of what happened in her head/learning]

M: That's kind of how I arranged the class. A long time to learn how to work with another person again and again. And now you had to do it on your own, without the help of your partner. And so you did it.

M: And what about the grade? That's not the main point for you now? I grade still important?

A: Yes.

M: But something about these experiences, because it helps you for your job. These experiences, you leveled up with, writing skills, okay? You leveled up with knowledge.. And you leveled up with, with uh personal skills?

M: Why is that important? It doesn't go on your piece of paper (grade)..

A: Yeah, mmm, yeah

M: Right? Ai got an A-maru here!

A: Hahaha [laughs]

M: She *knows* this. It's not there on the paper grade. It's in you..

A: Yes.

M: Why is that important?

A: Because...these experiences...changed me and my grade. And partner and I made...I helped my partner and my partner helps me. So, we have to communicate with each other. So, if we need to study the communication with someone is good..

M: Communication skills, yes, they are about a topic, about getting this done...

A: Yes.

M: But it's still social skill. So you are leveling up your social skills?

A: mm

M: In high school, you had social skills, too, and it was enjoyable? Social, social interaction?

A: Yes!

M: you said friends and circle, those are social, those are high school social skills..?

A: Yes.

M: But these are university.

A: social skills

M: Social skills...will be useful for you??? In the future?? You learned some social skills?? How to communicate about this problem [project]

A: Yes.

M: How to share this information...

A: Yes.

M: the best way to do that...

A: Yes.

M: okay...

A: I think high school social environment was a common instance..

M: Everybody knows the same thing, so there's kind of like a WA, a harmony..

A: Yes. But here (MALL)it is, I think, connect to my future job, practical?

M: For your life and job?

A: Job and my 3rd year and 4th years classes, activities..

M: because you will have new partners and new teachers and new topics.

A: Yes.

M: okay...so really what happened was what happened first semester helped you second semester and now all of this year...experiences will help you

A: next year...

M: and next two years...

A: Yes.

M: And you just keep building (skills)

A: yeah, yeah..

M: kind of like this...[graph]...maybe not keep going up...

A: yeah

M: but becoming deeper understanding..

A: Yes.

M: more comfortable with your skill..

A: Yes.

M: You will have lots of these little challenges...

A: Yes.

M: like self, self-challenges...

A: Yes.

M: and you will test yourself..?

A: Yes.

M: okay...so are you doing this because it will make you stronger in the future?

A: Yes.

M: What are some other reasons why you are doing this? You said enjoyable. It's enjoyable to get deeper?

A: Yes. Other NUFS classes, non-workshop style classes, for example lecture class feels like high school days [drawing teacher-centered graphic] I just listen and just writing..

M: Is it interesting though, sometimes?

A: Sometimes interesting, but almost boring. Just like high school, I must do it...

A: Because I just, I just do listening or...

M: remember it. Test...

A: Yes.

M: Get my grade next, okay.

A: But MALL class, I don't just listening and writing. I have to do myself from me. There [referring to HS] I can't make a report or I can't communicate with my partner. So, something I do for me.

M: So, in the teacher's class [graphic], you are just taking the teacher's information and pushing it back in a test. And then he gives you more, and you push it back, kind of like a kagami, a mirror?

A: Yes.

M: And you don't have a choice of what he gives you, you must push it back, push it back. He gives you something new, push

it back, sometimes topic is okay? sometimes interesting, sometimes not...

A: Yes.

M: same routine?

A: Yes.

M: In this class (MALL) the teacher didn't give you any topic. So, who is the mirror? Who is the kagami? That's a strange question...

A: laughs...

M: That's pretty interesting...[laughs.]..So, in this Mall class you said that you have to make something from you...

A: Yes.

M: of course you get information from the internet and books and it goes into your head, and it comes out in your report, and so...it's your opinion?

A: Yes.

M: What's so strange for me, I understand you, but you said something really interesting, "something from me..."

A: Yes.

M: What is that? Something from me..? The internet, books, magazines, and you research and you think which information should I choose. In Ai's report, where is...YOU...where is that something from YOU?

A: Yes. (smiling)

M: Do you see what I am trying to say...?

A: Yes.

M: Of course your skin is not there, but something in that report, something in here is YOU...that you put in here...

A: My opinion?

M: I'm asking you. What part of this report is you?

A: Mmm...

M: Well that picture is not you, but the layout is you...because you designed it, and the opinions are yours because you wrote them..

A: yes..

M: But the effort...your effort is in here...

A: Yes.

M: And your effort made this deep...

A: Yes.

M: your understanding

A: Yes.

M: This is your motivator, right? [pointing to development of self skills]

A: Yes.

M: What made you have effort? Yes, there is a grade, I must finish this..

A: yes

A: mm

M: part of me is in the report you said. What part of you?

A: My opinion or view of my thinking. How much I love the stage drama, or, hmm...[laughs...]

M: this [report] is kind of like a picture of you, at this time. In ten years, ten years later if you read this, you'll think that was me...

A: yes...

M: At the time

A: Yes.

M: so this...it's more than words, it's more than pictures, it's your, feelings, your emotions, your attitude, about this topic...

A: Yes.

M: about studying, about your development, at this time. It's all in there [pointing to the report], right? I can never put a grade on that...

A: Yes.

A: Yeah! You can't see it.

M: but you know it...

A: yes

M: and that is valuable for you??

A: Yes, it's my record of my skills now..

M: this, this, and this..[pointing to graph] personal skills, technical, knowledge skills..

A: So, this report is through the last year, first semester and second semester, is record of how many things I studied about ...English skills or knowledge.

M: how many things...and maybe how deeply you understand them?

A: oh yes, yes...

M: you see it's impossible for me to give a test...you know you came here and you asked me, are we going to have a final..

A: yes...

M: and I went...oh, yeah, uh yeah...[both laughing] and you asked, how do I study for it??? How could I answer, right?

A: Right...yeah

M: so now you understand

A: Yes, yes

M: At the beginning of the semester, this year I remember telling all students, "organize your time!"

A: Yes laughs

M: make sure you make a...you know I had many, many things...you should do...and everybody, Yeah, yeah, yeah...

A: laughs...

M: I know that I can't teach that

M: you came here and you asked me, is there a final? How do I study for it?

A: Yes.

M: I couldn't explain it to you...you had to experience it...

A: Yes.

M: and now you are aware, you know, you..it's almost funny

A: mmm laughs...

M: That was a silly question. Michael didn't teach you that...

A: mmm

M: the answer...you got it...by living through it. you experienced this class. So there are many of these things...I cannot teach

them..I just create the situation and you experience it and you become aware, and you go "yapari"

A: laughs...

M: Of course...I know...this has to be centered [title layout rules]

A: Yes.

M: So, it's an experience class. And this kind of class is very hard to do..

A: Yes.

M: in the teacher's class [traditional] you were very good at doing this class...teacher gives me, I do it, get a grade...

A: hmm, yeah..

M: but you're not good at this [authentic]...you are NOW!

A: yes! laughs

M: But when you came to this class, you were trying to use these skills [trad] in this [authentic] class, in this learning environment, and some of those skills did not work..

A: Yes.

M: About when [referring to semester timeline]did you realize that wasn't helping, that you had to change your style?

A: uhm

M: I mean was it little by little, was it early, when did that happen?

A: Beginning of this year...last. Last year, my first year student at the university. I took mall class. I knew, I found when my first year student, mall class was very different from high school days, but in the first year, I couldn't get used to the Mall class style...

M: because you were always waiting?

A: Yes. I, have studied for 12 years. So, I couldn't get used to, but I know, I that this style doesn't work in this class, but I didn't know how to.

M: how did you slowly change...? [refers to graph] because now you are here, right?

A: yes.

M: And you do know how to do this now...

A: yes

M: How did it happen? I mean, in this [trad] class, you had a special way to study. The topic comes, I study, I do a routine...

A: yes, yes, yes

M: but the routine for the MALL class is different..

A: Yes.

M: at first it was not comfortable...

A: Yes.

M: How did you change yourself to suit this style of class?

A: I'm not sure, but I think, at first, the mall class style is very shocking and interesting for me, so very different, and first year student, when I was a first year student, the deadline is very short, after next Thursday 5 o'clock, so, I have to get, I have to hand in until the deadline, so I changed my style, I gradually I got used to slowly...

M: being able to meet the deadline...

A: mmm

M: so being able to meet the deadline the first time was difficult?

A: yes..

M: What did you have to change? Your study style? Change your?

A: Change my MIND, many, some students..

M: is it kind of...[referring to paper]...this one?

A: Some students doesn't like, some students said your class is very strict and very hard, but I think, I thought, strict is, you are so strict for me, for us. I keep that deadline, and I did completely, and so you checked my report, so I found my weak point strong point, so next time, I, pushed myself and I could, I can improve my weak points, skills.

M: so, you did that with me...so here's the personal skills, so you, you and a partner, back and forth, back and forth, checking how to do, and then with Michael with a paper, it's back and forth, back and forth. So you have a partner kagami and a teacher kagami

A: hmmm

M: And a self kagami..

A: hmmm

M: So you used these situations...to take care of the activity in class, the report...

A: Yes.

M: Before [trad time] you didn't have to do but in this class, you learned, if I want to level up I need to do this..[refer to graph/skills]

A: Yes.

M: so you changed a little, you adapted to this learning environment...

A: Yes.

M: okay...so now you have two learning environment experiences...

A: Yes.

M: teacher style and the mall...so now you have two useful kinds of skills.

A: Yes.

M: In this class, what was the most valuable thing you got? Or what were some of the most valuable things...it doesn't have to be ichi-ban...

A: Valuable means katchi in Japanese?

M: I don't know...[she looks it up]

A: valuable means ...okay...

M: I know you said skills are valuable...because you can use them in the future...

A: Yes.

M: But what are some other things that were valuable...?

A: Well...experience. Because, experience is, I believe these experiences helps my future and my daily life, some day, so I, my.

M: okay. I understand what you trying to say. You had these experiences...[paper] social, and skills, and information, and they are going to help you in your future life [she nods in

agreement to all]...Now these in high school, skills, you had skills, and they helped you in your future life...

A: Yes.

M: some of these skills you brought to nufs, right? Some of them did not work

A: Yes.

M: But some of these skills helped you here...

A: yes

M: These skills helped you in your daily life for a different reason [HS] than these skills [referring to paper...comparing HS/Uni skills]

A: Yes.

M: You said these are practical...[HS?]

A: Yes.

M: These [auth] skills help you in your life, adult life, but these skills [HS] help you in your child's life. Maybe

A: Yes. When I was a child, my teacher said, what is good, what is bad, I just believed differences. So it is good so I can do it, and it is bad so I don't. But these choices are given from my teachers or my parents [hs]. So, when I was a child it was okay, I think. But I grew up, I have to think about myself, so these activities [auth] are thinking by myself and share with my partner, so what is good and what is bad, I choose, I chose which one.

M: Did you like making that choice?

A: Yes.

M: kind of a first time...?

A: ahhh [not committing]

M: but kind of interesting...

A: Yes.

M: And when you got the right answer, it was kind of nice...

A: Yes.

M: so that's kind of motivation to dig deeper?

A: Yeah. So, if I had a mistake, *I changed my style or my need,*

M: but even that change is your own choice...

A: hmmm, yes.

M: so this [trad] the teacher's driving the car, and this on you are driving...

A: Yes. so after I graduate, everything, I have to think, now is the same, but in the future when I get a job, no one...

M: there's no partner...

A: yes

M: and there is no deadline...

A: Yes. So **pace**, or how to do that, all of the things, I chose and I decide and think and these activities make me ready for my, ready for my future...

M: Do you think I should give this class to first year students? Could you do this in first year?

A: ahhh...[surprised...thinking] ahhh...I don't think so..

M: you don't think so? How come?

A: I experienced, your class style before the second year,

M: the zero is not really here...[paper]

A: and...start this year...

M: and so you already learned some of these skills...right?

A: yes...so, I can do this...first year students, most of the students didn't know mall class style, only that [trad] style...so, I think um, they should at first, they should know difference, they found the difference..

M: takes time to adjust, to adapt. First year is quite shocking. Many things to change...from high school to university.

A: Yes.

M: And it's exciting...time...freedom!!!

A: laughs...yes

M: It's hard because I think this [auth] takes more work than [paper reference] this [trad]

A: yes

M: this is more responsibility...Mall class (MALL responsibility freshmen ability to handle too difficult)

A: Yes.

M: responsibility is pretty strong on students...

A: yes

M: so maybe an adjustment time...

A: yes...this is very hard to take adapt to...

M: which one do you prefer [class style]? Mall class or teacher style class?

A: Now, I prefer mall class because I, this class is very useful, helpful for me, especially English skills..

M: oh, that was good for you?

A: Yes.

M: There were so many students...I wish the class was a little smaller so that I could spend more time being a kagami, a mirror, you know, it's hard...to do that. But that something really strange happens...and Kindt-sensei and I have looked at this..trying to research this a little bit...here is a big class of 60 students, and here's a class of 40 students, and here's one with 12 students gurai, 15 [drawing]

A: Yes.

M: [60] In this class the teacher is kind of far away because there are so many students and they can't interact, can't touch the teacher so much. And this class the teacher is a little bit closer, because there are only 40 students...

A: Yes.

M: In this class the teacher is right here, right? And what I'm finding out, what I'm seeing is I expect [15] this class to have the best papers, or reports...because teachers can help...

A: Okay.

M: But the best papers come from this class [60] which is kind of interesting:

A: yes...heyyyyy!!

M: I don't know why that is...I want to understand that. I think it's this...teacher's far away, you [student] can solve the problem with your self or partner. In this one...[40] maybe the students are too shy to ask the teacher but the students are

not so close. And in this one [15] you just have your partner to work with and you don't talk to the teacher.

A: Okay.

M: In this one there are many heads, in this one there are 3 heads, and in this one there are only two...I don't know...I'm trying to understand it.. but we expect this [15] top reports...but really the top reports come from this [60]...

A: I think these class [60] students have very strong desire...

M: So it's a student desire? So we have EFGH...something about the mix, so, their desire in this class is stronger?

A: desire to "look at me!"

M: the teacher?

A: the teacher...

M: so, I'll do a really good report...

A: so please look at me...

M: find me!

A: yeah,

M: so the report, my effort to make the report is kind of like a flag?

A: hmmm

M: there are so many around me, I want to be standing out...

A: mmm

M: Oh, I never thought about it that way...ha.

A: laughs

M: that's kind of interesting

A: but this class is small, so teacher is very close...

M: So I can see everybody

A: yes

M: so I don't have a desire to work so hard,

A: mmm

M: because the teacher can see me anyway...

A: So I couldn't speak loudly, teacher look at me.

M: but if I raise my hand in this class...[?], it's that Japanese...she's showing off

A: ha, laughs...agrees...

M: so in this kind of class, because it's a writing class also...that's so interesting...so this class'[60], atmosphere, was it okay or not so okay for you?

A: uhm, not so okay...

M: because of the boys, right?

A: yes...but...the atmosphere...is okay...the class is bigger and bigger... These people are more and more...

M: so you could kind of hide in this class, in the big class...

A: mmm

M: you can kind of hide and work hard, because you have all this freedom

A: yes

M: and then, the "look at me" is very personal?

A: Yes.

M: In this, in the small class, it's very public...look at me, everybody sees it...

A: yes

M: and if it's public

A' laughs...

M: then it's very uncomfortable...

A: uh-huh...

M: but in the mall class you are saying, you can try really hard to be noticed from your effort,

A: yes, yes

M: and it's private...

A: hmm

M: except when Michael made the newsletter with the grades...on the top...

A: laughs and agrees...

M: how did you feel about that, because your name was on that

A: laughs out of embarrassment...

M: right?

A: yes..

M: so look at me, look at me...okay!! What did you think about that when I did that?

A: Embarrassed laugh...I'm very happy...

M: yeah..

A: So, it goes...

M: It worked, right?

A: yes...

M: look at me, look at me!

A: yes!

M: okay he did!

A: So, I don't want to put together in the big (traditional) class, so in the big class talked with friends, or played, or don't homework, or, but so I don't want to gather, with them. So this class (MALL), my freedom by the deadline, I had make a report for very hard and strong, I can have my name shown like this [newsletter] so...

M: of course you didn't know I was going to do that...

A: laughs loudly, I was very surprised!

M: You wanted it to be private...

A: yeah!

M: Private for yourself, not for Michael...kind of checking with the teacher

A: hmmm

M: [drawing] here's checking with your peer...checking how well am I doing...the kagami...

A: mmm

M: and this like poof! [newsletter] the mirror is too big!

A: ha yeah!! Laughs...

M: um, your view of learning...what does learning mean here [trad] and learning here...you've finished your second year in the mall?

A: there are two different kinds of learning, especially this style is [trad] teacher style learning, the meaning of learning is the result of an exam, but this style, mall class, learning is for myself. I want to improve my English skills, so study for myself.

M: personal improvement...

A: yes. *I keep the deadline...I keep deadline is for myself..*

M: I have to change my schedule to make the deadline, I have to arrange my life...
A: yes
M: my control everything
A: yes
M: my responsibility..
A: yes
M: if I make a mistake, my consequence..
A: hmm
M: Otona-poi [adult-like]
A: yes....laughs...
M: that feels good...
A: hmmm
M: How do I give a grade for that? Laughs.
A: laughs...

Kazuya_010E: app. 330 lines of mixed text.

M: Okay. Do you have a special topic you want to talk about first?
K: Making choices
M: Okay, making choices...So making choices, what are your thoughts about...
K: I thought, at first, many choices, choosing music, movie, media, medicine, and so on.
M: right..
K: It is too much, so it is difficult for me to choose which choice is fits for me...
M: Too many choices...
K: Yes, but making choices good point is, if I think seriously I can find very fitting choice.
M: What do you mean by 'fitting'
K: Simply, the thing I like very much...
M: Okay, so you're interested in it?
K: Yes. For example, I like music, so this topic music for helping people (*referring to his report title*) So, I thought this paper all topic for example, making choices is connected with this, #7 (motivators)my motivator.
M: I think everything is kind of connected...
K: Yes. I work at the thing I like very much, so my motivation is very increasing
M: right.
K: So, increasing motivation is concentrated in this class, so classroom atmosphere is very good for me. So classroom atmosphere is good so, my peers, my friends have same thinking with me
M: okay...
K: for example, Takao Ito, Ai Okamoto..
M: So...making a choice, makes working enjoyable?
K: Yes
M: and when you feel good, other people feel good..?
K: Yes

M: Okay I understand that...but this was a 'really' difficult topic, project!

K: Yes

M: so having your own choice...made this project easier for you? or...more enjoyable?

K: Generally, easier, sometimes not easier, in other words, challenging...

M: Okay. So it was challenging (drawing again), and it was a high challenge but because you felt good...it was okay to fight for the challenge?

K: Yes

M: Positive: 'It's difficult, but I like this!'

K: Uh, yes...pretty big, pretty big challenging, first, so we can improve our skills, thinking, interaction with you and my peers, other thinking..

M: So, having a choice, working on a difficult challenge, it was difficult but when you finished you, you felt, good?

K: Yes!

M: That's important for you?

K: Yes.

M: When you felt good, what do you mean?

K: Maybe even if I choose other topic I would feel so, because it is that I work very hard for a long time

M: Right. Here's the beginning of the semester, and here's the end (drawing a timeline of the semester on paper). And let's make a...your knowledge about that topic was about here (beginning point on the line), at the beginning, right?

K: Yes.

M: Where is your knowledge about this topic at the end of the semester?

K: oh beginning of class is this point, last year's first semester (pointing to timeline)

M: okay

K: this point is second semester, beginning is the point, uh, (labeling the timeline)up, up, up to second semester

m: right

k: this project and partner's project

m: this is with a partner...and this is self, right (drawing/labeling the line)

k: I think partner's activity was very important for me so this term and this term...(drawing a line of improvement from semester to semester)

m: right, were both partners..

k: The time I got skills with the partner, so the line is more gradual?

k: yes

m: okay now, this is kind of your **skills line**? I interesting. And you learned a lot of skills with your partner...how to...how to do something...skills? right?

k: yes

m: how to center, how to do the pictures, and referencing

k: yeah that's right..

m: and then, where is your, let's go from this point to this point (on the timeline)...and make a...**knowledge line**. I know skills is knowledge also, right? I mean knowledge about your topic...So from here (self)(second half of second semester)...you had some information about music...

k: Yes

m: but at the end of the semester what, where is your knowledge line?

k: ohhh, (thinking)knowledge line is (drawing)this time I have, I chose depression in Japan (1st paper of 2nd semester)

m: right

k: I don't know about depression, so the beginning is zero

m: so it went way up..

k: but I know many things now, so,

m: so in six weeks, you really increased your knowledge about depression?

k: Yes

m: okay, how about from this one (2nd paper of 2nd semester).

k: Music is interesting, I'm interested in music so, there are some things in music, so knowledge start point is...about this point, but, uh, there are many things I don't know, so..

m: so you really increased again?

k: yes

m: so, you're, you have a deep knowledge now?

k: yes

m: and you have a deep knowledge...and, and you enjoy this?

k: Yes.

m: Why do you enjoy that?

k: Maybe if I am taught this, this knowledge is taught by teacher...

m: uh, right, like a lecture class

K: yes. I don't feel good, enjoyable because I don't research information by myself.

m: okay, but research is hard, right?

k: Yes, researching by myself is very important for increasing the topic knowledge, enjoyment.

m: So let me paraphrase...so when the teacher gives you the information you learn a lot,

k: yes

m: but, you didn't have to work so hard, but when you do your own research you have to work hard and struggle

k: yes

m: and that hard work, effort? So, making effort is important for you?

k: Yes. For me if at first, there is no thinking, no things...I don't make effort. If I challenge something, I have to make effort, so making effort is very important

m: okay, interesting, for me...because, the topic was difficult, both of these (papers), all of these were difficult...but you made a strong effort and you're happy at the end.

k: oh, yes

m: But this class (trans) is actually easy so you don't have to make effort but at the end you're not so happy...

k: In other class, I make effort only for homework..(laughs)

m: okay

k: but it's a different kind of effort, maybe...

m: But you prefer this kind? (pointing to ALE)

k: This style (ALE) match with me.

m: It matches with you?

k: Yes

m: Even it's harder?

k: Yes. Hard, hard style is challenging so researching, thinking, peers interaction is very enjoyable.. (harder, more challenging, more enjoyable)

m: It's nice to know. Do you have any other classes like this (mall)

k: Maybe no. Many other class is this style (trans).

m: So you never really get the deep, maybe in this class every week different topic,

k: oh yes.

m: so you kind of go up (drawing a depth line for each weekly topic, that represents the continued pattern of shallow exposure to the topic as the course marches through topics). But it's never so deep.

k: Oh...Yes.

m: Well it's obvious that we can't have six classes like this (mall) or you would die!! (laughs)

k: Yes (laughs)

m: How many classes can you do like that in one semester? Do you understand? If you had two of them, would it be okay? Or three?

k: hmmm.(thinking pause)Three.

m: Another question. So here, this is twelve weeks, right? (drawing a semester timeline)So in 12 weeks you made a knowledge and skills level-up, right?

k: Yes.

(how many projects per semester)

m: and in this class (trans) you only have one week, one week, so not so much level-up...In this (second semester) we did six (weeks) and six...what if we did four, four and four? Would that be okay for you? Like 4 weeks topic, 4 weeks new topic...4 weeks new topic. That means three papers. Is that too short?

k: Maybe too short, because we need researching time, thinking time, uh...check time

m: too short..

k: yes. So two, or..

m: Was this okay? (pointing to second sem)This was kind of fast...

k: ohhh

m: this was kind of long, though, right? (pointing to first sem). Which of these, one topic or two topics?

k: uh, I like two topics

m: oh really...

m: You had a partner for one semester, right? and you learned a lot of these skills, how to...If we didn't have this... could you do second semester 6 week project?

k: Maybe no

m: So this (first long sem) really helped?

k: Oh yes.

m: okay, (following the timeline graphic while speaking) and then a partner with short paper helped, and then no partner...these (personal and tech skills) were all very strong.

k: oh yes.

m: okay...so you needed some help, dan-dan.. (graph)

k: Yes.

m: Now let's change topic a little bit. This is partner and partner (pointing to timeline task). What was good about partners for you? You had good points and bad points, partners...

k: Good point or, and bad points..

m: uh yeah, probably you had both...

k: hmm

m: What was the best thing about partners for you>

k: Best thing is, separate from time...for example, this project, project is very difficult. If I work this project by myself, I take much time to, to finish this project

m: right...you guys, you had six sections on your paper...how did you separate?

k: Yes. This section (body) is our...connect with content about topic so, this part is one summary. Other part is introduction, conclusion, and reference..

m: So did you work together on these?

k: Yes.

m: Because some students did this (draws line separating the report outline dots--students divvying up the task by sections) And at the end, here's the semester, they split, and then maybe two weeks at the end they came together...

k: Ohhh

M: But you guys worked together..? (collaboration)

k: Yes. If I do this separate, separate the content, contents this point and this point..(two halves of separate tasking)I want, I want to avoid this problem. This summary (body contents)and introduction and conclusion, is, me, uh, is me and my partner..

m: So you shared everything.

k: Yes. This introduction to conclusion I joined this, I helped this content, so summary to conclusion...(gesturing flowing...)

m: right, you can follow the whole story...

k: so this section is very, is current...so reference is me and my partner.

m: Okay, you must have worked well together...

k: yes.

m: But now (pointing to graphic second project second sem)there was no partner...what was your feeling from this point...there was no help...what did you think?

k: At the beginning I thought, I have no time! (laughs) I had worked since beginning with my partner together...so the time is a little, a little hot, but it is myself...(laughs)

m: right, but you had all of this experience (referring to the graphic timeline)

k: Yes.

m: So did this knowledge and skills give you confidence?

k: Oh, yes. But the activity I had worked for this time (first sem)is very good experience for this term (self-paper). So, I become cool...

m: relaxed?

k: Yes, relaxed...at the beginning researching and gather information, yeah, so then, uh, making introduction, giving information, making section two, section three, little by little..

m: But when you were doing this, did you ask help from Takao, sometimes?

k: Uh, yes. Takao, Takao knows many things (laughs)

m: Yes, he does...And well now, he learned them from maybe Nori...

k: Ahhh

m: And, now you learned them from Takao...that's how it works..

k: ahhh

m: That's how it works...that's good partner learning. Okay, what are some other points...?

k: My pace management! (laughs) This course (first sem) is very, long time, twelve weeks

m: twelve weeks, right...

k: I think, uh, I thought I have much time (= but I was mistaken), So at the end of the semester, I hurry up to...

m: (mimics panic)...

k: Yes...(laughs) In first semester it is like that, but I know this problem, second semester is very relax...

m: It's more relaxing because...what did you do differently?

k: In first semester, I'm late to, I'm late to make all script (composition) but second semester I make this point (pointing to sheet) content, uh, more early.

m: Okay, so you made a plan?

k: Yes!

M: You learned this from this experience? Pointing to prior semester)

k: Yes.

m: Because I remember at the beginning (first sem)Michael was saying...'make a plan!'

k: (laughs)

m: And everybody, 'yeah, yeah, yeah' right?

k: (laughs)

m: So, I think experience is very helpful...

k: Yes...

m: To make you learn about pace management..
 k: Making this, making is uh, because of making this script, I have cold time (relaxing), so the time for checking
 m: so you can make higher quality?
 k: Yes
 m: You did a good job. From this style of class (mall), what was most valuable, what did you receive, I know you said making effort was good...manzoku...
 k: Yes.
 m: What was most valuable?
 k: It is voluntary. I research information, I make script, I improved my skills. I was not taught. I understand information, other things...
 m: Without this...(pointing to the graph=teacher)
 k: Yes...It is voluntary...
 m: I understand...Independent?
 k: Yes! Independent.
 m: So why is that valuable for you?
 k: In future I will work in society. If I do the things I was told maybe I would not be happy.
 m: So this experience helped you to do better here, right?
 k: Yes.
 m: So you are saying, that this whole experience (one year class), will help you to do better in the future..
 k: Yes.
 m: Not only writing...but in your job...In your job, you won't write and essay, right?
 k: (laughs)Yes.
 m: But these experiences will help you in your future job?
 k: Yes.
 m: working with a partner? working independently? setting your plan?
 k: Yes.
 m: So, in, let's put this in high school, everything is in this style (trans), right?
 k: Yes
 m: And maybe your other CE classes are similar to this...so this is a very new experience?
 k: Yes.
 m: So, and you like this?
 k: Yes.
 m: Oh good. I hope you have that next semester, next year. I hope you have a class like that.

Noriko_028E: app. 615 lines of mixed text

M: Are there any of these that are more, that you feel more comfortable talking about? I noticed that you have some circled. Do you want to start with that one?
 N: Okay.
 M: Before our class you had some ideas about working with other people. You had opinions and you liked it or you didn't

like it. And after, in my class you had to work with partners. How did you feel about that?

N: Before...I think working with others is more easy...

M: Oh really, for example...

N: For example, we have, have to do three pages and we can share with others. If I have to do by myself I have to do three pages.

M: Right

N: But after taking your class. Working with others is more difficult.

M: So you thought it was going to be easier because oh, three pages, I can have another person, we can do it easier..

N: Yeah.

M: But it was more difficult?

N: Yeah.

M: How? why?

N: Because... after my partner finished her work I have to read my partner's opinion. It's more troublesome.

M: Extra work?

N: Yeah.

M: Before, you thought two people, three pages this is going to be easier. But it's more difficult because you have to read your partner's paper..

N: Yeah. In my case, we, for example six topics (drawing)

M: Right...six sections

N: Uh, six sections. I did three sections and my partner did three sections and near deadline date (laughs) we...(gestures)

M: Put them together...

N: Uh-huh...(laughing)

M: And they didn't match! (both laugh)

N: And if my partner have different opinion, but it is my report.

M: Oh, I see. So you had to negotiate? kosho suru. I'll do these three, you do those three. You negotiated.

N: Yes. negotiated

M: and then you put these together...and some of these opinions were mismatched?

N: Yes.

M: So you had to negotiate that. What do you think about that? Was that comfortable or uncomfortable?

N: First I think comfortable, but it is our fault because (laughs) we didn't do (laughs), nanka,

M: You didn't follow the activity

N: Laughs

M: Okay...that's, don't worry about it. But why did you, why did you decide this is kind of betsu-betsu?

N: Ey! (surprised...laughs) This is the best way!

M: Okay, I understand that, but why do you think it's the best way...what do you mean by best?

N: I, just three section

M: So it's faster?

N: Faster and easier, but it's not right

M: I think a lot of people did this..

N: Uhn
M: And I think a lot of people had the same trouble you had at the end..
N: Uhn (laughs)
M: Oh no!
N: (laughs) But then we don't have time so much to change it
M: And so if you did this again would you do it the same way?
N: ah...this is okay..
M: Uh-huh
N: But we have to, we should exchange our opinions..
M: ongoing, yeah, and you know that...
N: It's hard...
M: It is...because exchanging opinions takes time, too, right?
N: Yes. If my partner and I do this section together...susumanai da to (can't proceed, go forward)it's more difficult.
M: difficult meaning, it takes more time?
N: Yeah, takes more time and...takes more time
M: Okay, I understand. I know it takes more time, but, do you think the writing would be better?
N: Yes. Better
M: Okay...so you guys just decided to do the shortcut because of time, and you didn't want to spend time back and forth, but you just, you found at the end it was probably better to do it together. I hope you learned! Okay..I understand that.
Now when you're working with your partner...that was in my class, right? But. working with other people in your other classes, or even like in high school, did you have to do this?
N: In NUFS, we don't
M: Just in my class? basically...
N: Yeah
M: Okay, uhm, now you learned some things from this, right?
N: Uhn
M: Which, which would you prefer, which style...before...not working with others...or with working with others, which would you prefer to do?
N: I like, I like to do myself, but we need to do with others.
M: In this class we had assignment. In the future, for example, if you have a project in class, teacher says, you can work on your own, by your self or you can work with a partner...which would you do?
N: It depends on this topic. If I had a lot of ideas about this topic, I can do by myself. But almost all topics I will need others opinion.
M: so, it helps..
N: Yes., but if we were in this case, I want to do myself.
M: Did you have any bad experiences with your partner? I don't remember your partner, you don't have to tell me...Did you have a bad experience or not comfortable, or...
N: No, I don't have bad.
M: What are some of the good things that you found working with a partner?

N: We can help each other, for example, if I couldn't imagine about my section my partner helped me.

M: Okay...two heads are better than one kind of situation. Your partner, did you have...(drawing) here's the beginning of the semester, and here's the end of the semester... what was your opinion of your partner, did it go up or stay the same in this semester...did your appreciation, your feeling about your partner, did it improve or stay the same from the beginning of the semester to the end?

N: Improve

M: it became better, dan-dan-dan, plus

N: Uhn

M: for example, I mean

N: second topic...Influence of Japan, I didn't know my partner, and after this, after working we became good friends

M: Oh really...that's nice..so you shared ideas,

N: yeah

M: share opinions and brought them together

N: Uhm

M: okay. Anything else you want to say about working with other people...*you helped other people...*

N: Ohhh

M: In class. Did people come ask you questions

N: sometimes (laughs)

M: What do you think about that?

N: It's good

M: You liked it? It was okay for you?

N: Yes.

M: Why did you like it?

N: If I can explain about this, some question, I can, I can know much more (questions her expression)

M: I understand...

N: and I like talking (both laugh)

M: okay (laughing) so it makes you feel good to know, when you explain it you have to kind of remember it?

N: Uhn

M: and you help somebody, and you understand it deeper.

N: So

M: the helping, explaining, makes you..

N: If I can do that, so, my knowledge is more, clear, deeper

M: stronger, clearer...for you..

N: for me,

M: Okay, the last paper...when you finished, you began this paper, the partner paper, and you had a new partner you didn't know and that was, you were kind of uncomfortable?

N: Ah...a little

M: a little bit? about, uncomfortable about what

N: It was hard to talk with my partner...

M: In Japanese?

N: in Japanese

M: Hard to talk, what do you mean?

N: eh..it, it was the first time to talk her, to her, and I didn't say what I want to say

M: Oh I see, kind of shy, I don't want to say too much...
N: and I guess my partner also think those thoughts...and we didn't, nanka susumanai
M: Eventually you got together, eventually you became good friends
N: Yes.
M: How did that change from shy, uncomfortable to now good friends?
N: Why? I don't know why
M: magic...
N: Uhn, magic...
M: Somehow you made a decision to do this
N: We have to, must do, do this topic, we have to finish, dakara, I, (pause)we must talk, and..
M: it was like school work...like a class work, must do it..
N: laughs...no choice
M: so at the beginning it was like we have to do this because we want to get a grade...
N: grade...
M: A, B, C
N: Uhn
M: and so we must talk to each other...and then you started to share information...
N: and other things
M: what do you mean other things?
N: About myself
M: oh, you mean like personal topics?
N: for example, what kind of work do you do
M: part time job?
N: yeah
M: okay..so something like a friendship started?
N: Yes.
M: And this grade is still important, this paper?
N: Yes..
M: At the end here (pointing to end of sem. on paper), it was still of course, finish the paper, but you became involve with your topic...what was your topic first paper?
N: Seishin mondai, Mental health and why children don't go to school
M: So you started this paper...I want to know about this topic...let's work together on this topic, let's finish this paper, you became friends, and your topic, did you become, this was number, probably, grades (pointing to paper schematic). At the end of the semester, was your grade more important than understanding your topic?
N: Yes.
M: Which is more important to you understanding the topic or getting the grade?
N: If I can't understand this topic I can't write down and we can't get good grade...
M: My main question, which motivated you?
N: Of course, the grade.
M: Probably?

N: So, if, mental issue, for example, we didn't choose this topic,
I don't care about this now. In your class, we have to do and we, I, searched and think deeply.

M: So, in a regular class, in a regular class this is week one, week two, week three (drawing on the paper the time line of the semester)...for example, topic, new topic, new topic, maybe a chapter, a book chapter, unit one, unit two, cotton china, ne.

N: yeah...

M: In this class (week/unit style), you can never get deep understanding,

N: Yes.

M: But in this class, Michael's class you had the whole semester for your topic. Do you like that style? the deep, now you know your topic, deeply.

N: Yes.

M: Do you prefer a class with one topic one semester, or do you prefer a class every week, every two weeks change?

N: One topic

M: You like one topic?

N: hmmm

M: Why do you, why do you like that?

N: every topic, I have three class like this style (weekly topic change)...

M: right

N: I don't understand this topic, and I don't know what I do..

M: Uh-huh

N: And..it was boring...

M: It's boring...the class just keeps moving

N: Uhn..

M: And I'm falling behind...

N: And I'm not interested in this topic...if I'm interested in some topics, but it's finished ..(*if topic is interesting but class moves on...it's bad*)

M: so fast, right...So, choosing your own topic was important?

N: we can't, we couldn't choose topic...very boring topic...

M: laughing

N: My text book have really boring topic..

M: I know...so, many things connected, choosing your own topic, having a long time is useful for you?

N: Hmmm

M: You prefer that?

N: Useful, hmmm...

M: It's useful means you can learn deeply?

N: Yeah...

N: And...we, I did same style, eto, we, I make summary, and questions and opinions...I didn't use my knowledge,

M: Uh-huh..

N: opinion, toka...

M: In this class? (pointing to the non-workshop style class)

N: Hmmm

M: you are using someone else's knowledge?

N: someone I can do without deeply, thinking deeply...after taking class I don't, I didn't get some...
M: something deep?
N: Yeah...
M: Satisfaction?
N: Just do...
M: Okay, I understand that...I think a lot of people feel that way
N: Mmm
M: Now, you have this knowledge now...(referring to rote style) this is just information...this is knowledge (comparing/clarifying the differences)
N: right..uh-huh
M: and this is, this is useful for you...what do you mean useful?
N: well, I can know about this topic deeply and I can make my opinion..
M: Okay...when somebody talks about this topic in the future you can say, I have an opinion?
N: Uhn.
M: and I know my opinion because I researched it...
N: yeah...
M: so...
N: I can get a lot of information from TV, toka, newspaper, I can know about new news. Just, but I just know about it
M: right...it happened..
N: I didn't have my opinion... but in this class (MALL), of course we know about this deeply, and I have to make my opinion, deeply, so making my opinion is, I, I don't have a chance, chance, opportunity to make my opinion in school and in my life.
M: Oh really?
N: Uhn
M: So, in this class, you had your chance to make your opinion, understand deeply. Was that a good feeling? for you?
N: yeah...But, but it is difficult
M: I understand. but it was difficult but you continued doing it...because it was, you got something...satisfaction
N: Yeah
M: or opinion, or, so in this class, you like this kind of activity, it's difficult, because it has good point for you...now...when we're in this class (MALL), you also have other classes, right?
N: Lecture class, iro-iro..
M: Did you opinion of those classes go down? Were you doing like a hikkaku, comparison?
N: Hmm...In other class, we, I, sometimes I must make my opinion, but this is changed every week
M: right...this kind of ...(pointing to schematic)
N: Uh...
M: So, maybe in this report (weekly unit class), there's four opinion choices...
N: uhm

M: and you just choose one...right? In this report (MALL) you had to make your own opinions...zembu jibun de, ne?

N: yeah

M: so something good about making your opinion...makes it deeper for you? More satisfying?

N: Yes.

M: I'm trying to compare this learning style, right, every week (looking at the schematic)..lecture...and then in our class the learning style is quite different...it's harder..

N: harder

M: but somehow more satisfying, right?

N: yeah..

M: I want to know why that's satisfying...I want to know why, you know, your view of yourself, from here to here (drawing) end of semester...did you change?

N: I hope so..

m: Yeah, what do you mean...your knowledge got bigger...

N: Uhm

M: and your satisfaction got better, you're more tired...

N: More tired

M: but I know everybody finished the report...(gesturing happiness) Phew!!! Got it done!! something inside was higher...right?

N: Uhm

M: I did it!

N: I did it...

M: and I did it means a lot of things...right?

N: uhm

M: In this class I did it means, I chose this opinion (weekly unit class), right? Okay...making something is valuable for you...

N: uhm

M: being independent...was that hard?...like a dokuritsu, my pace?

In class Michael just said here's the due date, go do it! Was that difficult?

N: Yeah...(smiling). I can't do near deadline, so if I can do first time (working together on each section instead of splitting), we can share...

M: at the end...

N: uhm...at the end, but we can't, I can't do..

M: most of the students, on the anketo...most of the students said controlling my pace...

N: self-control

M: was the difficult, but it was most valuable skill, like a noriyoku, a skill, and people wanted to develop, challenge that...do you think you improved?

N: eh, control myself?

M: yeah, or did you learn anything?

N: hmm

M: yeah...I mean you learned that (not to divvy up the work and then work separately). What else...I mean, do you have more confidence?

N: confidence?
M: jisshin...
N: ah, after finishing, after making my report,
M: Uh-huh
N: wo...I make this, English,
M: It's pretty cool,
N: Wow
M: There's another question I wanted to ask...The first semester you had a partner and it was kind of strange at first,
N: yeah
M: you became friends, made a good report...
N: Yeah
M: You learned something about organization. The second part, you had to make your own paper...
N: Uhn
M: what did you feel at that time? now you had to work to create your own paper, did you feel chotto samishi, with no partner?
N: No...
M: were you happy?
N: I didn't feel happy or samishi, lonely...
M: what did you feel?
N: All sections is my responsibility, so I must
M: Were you nervous, or anxious
N: (questioning look)
M: Kincho
N: I didn't feel anything..
M: Okay, you finished this paper and you had a kind of positive yattah! Was that a good feeling to begin the next paper? Did that help?
N: Yes.
M: Did that good feeling give you a confidence...or motivation to begin the next paper?
N: Hmm..of course
M: Oh really?
N: I learned from this paper how to make Capitals!
M: capitals..
N: how to make a reference, toka,
M: Maybe you still had some mistakes but generally, you had an idea how to do it (report)
N: Yes.
M: And so now, maybe this report (second) was the, the content was the most important...
N: Yes.
M: Okay, can we change topic a little bit? let me ask a little question. In the future, classes, do you want to have more this kind of style (referring to the mall sketch). Do you want to do this (MALL) style or do you want to go back to this style (referring to the transmission style)?
N: This style (pointing to the mall style)
M: You want to continue this style?

N: Mmmm. I can do, control myself about class, and other things in my life...

M: right. So you have control? And that is important for you?

N: nods

M: How about our classroom atmosphere?

N: Mmmm

M: In a regular class, teacher tells each thing, choose the topic, choose the unit, choose the iro-iro, and this kind of class activity is very controlled...right? and the atmosphere is different.

N: Yes.

M: but in this class (mall graphic) everything is, Michael does do some things, right? Give some information

N: yes

M: And you have the packet, with the information...guidebook...

N: Uhn.

M: This class atmosphere is different...I think...

N: Different (nodding, concurring)

M: How did you feel about our classroom atmosphere?

N: Atmosphere...became more, became better.

M: what do you mean...

N: Eto, the first time of this year, it is new style, and I think we can control ourselves. I liked this style. This style (referring to the trans graphic) is easy.

M: When the teacher control everything?

N: Yes. After taking this class..(trans)I just learn new vocabulary

M: That's important sometimes, too..

N: Yes.

M: In this class (mall) you have complete feeling, and in this class (trans) just pieces?

N: yeah...I have three class like this (trans). I think I need just one class like this at NUFS...

M: and then everything else deep...?

N: Yes.

M: I just kind of walked around. Did you want me to be doing more things? Did you wish, Oh I wish Michael would do more explain more, say...

N: No. I think this style, now style is good...if I have some question, you come

M: Help you...?

N: Yes.

M: And that's okay for you?

N: Yes.

M: Did you feel this, you had kind of freedom here? In this class (mall) freedom?

N: Yeah, freedom

M: I was kind of surprised because many, I didn't really take attendance but almost every class, almost everybody came to class even though I didn't take attendance..

N: yeah, I think, we think finish our report is more important than attendance this class..

M: So doing it...being involved was important...
N: yeah
M: gave motivation
N: Motivation...
M: Yaruki..reason to some to class
N: I guess..
M: It was interesting for me to see two students, three students kind of just sitting back, relaxing, and talking about ideas, like a work group, and for me...that's learning...you're sharing ideas...
N: Yes
M: I like to see that in class. It made me happy to see students do that...Does that happen in these classes (trans)?
N: No...almost all of my friends also think...this class (trans), for example, our homework is making a sheet, summary, any new words and vocabulary and my opinion.
M: about the topic?
N: Uhn...and questions and we share about it in class and every week I did same thing..
M: over and over again
N: In three classes
M: so you're not so satisfied with that?
N: We are not English speaker, and we talk in English, and sometimes we use Japanese...
M: Sure
M: so this class has a, these three classes have a kind of routine?
N: Uhm..routine..shukan..
M: hmm same thing each week. And then, but you never go deep with a topic, it's always just to here (indicating on time line graphic).
N: Yes.
M: In this class (mall) you have a routine also, right? but the routine is to, is to go deep...you do some things, to research, talk with your partner, more research, writing, check out the English, goes deeper, and deeper.
N: Yes.
M: In this class (trans) you just have, sheet, opinion, exchange English with partner,
N: Yes.
M: next week, next partner
N: and same thing...
M: Over...
N: Uhm
M: but it never goes deep...
N: Uhn
M: Okay, I understand what you mean now. I think many people have this same feeling. But there are some students who like this..(trans)
N: Uhn
M: Because it's easy..
N: Uhm. Easy. But, eto, I can do it another, other, other places outside of school.

M: right..but this one (mall) you needed to do it in class...
N: Hmm.
M: Do you have a computer at home? No, you don't, you told me...
N: No, I, don't
M: If you had a computer at home, would you do this at home
N: Yes. Definitely.
M: Why is this so important for you? depth of meaning, understanding, why is that so important for you? Some students are satisfied here (trans) But you are not satisfied...why do you need this (depth on graphic). Personally, in your life, why do you need this, why do you need the deep meaning?
N: meaningful...uhm...(pause)
M: It's a difficult question
N: laughs...ahhh difficult...(pause)
M: Well, this (mall) means meaning and grades...if you know it deeply you will get a good grade, right?
N: Yes.
M: Have you always enjoyed this...(mall)?
N: No...
M: this is new for you? getting a deep meaning
N: New, ka-na...
M: Is this the first time to do this (mall class)? Hajimete?
N: Uhn...hajimete..
M: Hoo! Never, before?
N: Never.
M: wow. And want more, do you want more of this? (mall)
N: More? another class?
M: different class.
N: I think two class is my kenkai...kenkai?
M: your limit
N: Uhn
M: I agree..yeah...because it's hard!
N: uhn
M: Do you think differently about your partner, classmates? I mean, look at these reports! (picks up the stack and leafs through them). These are just fantastic!
N: Yeah
M: Look at this...(leafing) just amazing...Nobody could do this before...
N: Hmm...segoi
M: Isn't that cool? Look at that...what do you think about your classmates...this is EFGH, right? And then you have friends in other classes, right? Who didn't do this...
N: Yeah
M: Do you think you're different? It's a hard question.
N: laughs
M: well, they didn't do this (report), but you did
N: yeah
M: but you did...Do you think got a better education from NUFS?
N: eh, which class?

M: well, this is us..(mall) this, EFGH has a special kind of learning style, this is kind of unique
 N: uhn
 M: Not everybody in NUFS did this...
 N: uhn
 M: do you think..you, received better learning chance than people outside...
 N: Uhn. I think we, we get much more..
 M: than, than say this is a PQR...
 N: uhn
 M: tatoeba, this class...they didn't do this...
 N: uhn
 M: do you think that you are higher level?
 N: Of course! I think almost all students think so in this class
 M: Do you think that good feeling will help you next year?
 N: Learning in this class?
 M: right, remember, you finished your report and you had a positive feeling (referring to time line)
 N: Uhn
 M: now you're finished the year and you have a positive feeling...now you are going to start a new year...will you carry this (positive feeling) here? (referring to graphic)
 N: Uhn..
 M: Good. good. Do it! Obrien sensei's class.
 N: Laughs..and Kimura-sensei
 M: and?
 N: Kimura
 M: Ah, kimura-sensei...but he speaks Japanese...was that a problem, English-Japanese in our class? Sometimes?
 N: Sometimes..
 M: Yeah. I know it was for me...I wish I could speak more Japanese...
 N: Me too (laughs)

Takao_021F: app. 950 lines of mixed text

M. Do you have some topics you want to talk about first?
 Something you feel comfortable with?
 T. Hmmm...your view of your peers..
 M. Wow..
 T. My friend gave me good encouragement...
 M. Kazuya?
 T. Other friends...before...last year's class. If I didn't meet them I didn't do, I didn't do more hard... (influence of peer)
 M. Are you talking like maybe Norihiko?
 T. Yes...
 M. And so these are our class people you met last year...?
 T. yes. So, um, and gradually my friend worked very hard, and so I think I want to work more..
 M. So they gave you a good influence...

T. But, high school days my friend is, uh, easy going...so if tomorrow it's test...but my friends is very no problem, no problem...so..

M. ...and so you were the same? (both laugh...)

T. ...yes...but...of course, class atmosphere is very important for me...

M. okay... it's important, you mean...the people around you?

T. yes, but, but if I have good friends, I'll, I'll become good skill...

M. okay, so, it's like support?

T. Yes.

M. If the students are bad?...it's harder to make progress?

T. Hmmm...of course it's difficult...I think my English skill is not so good maybe, so other students have good skill. So my friend help me, so I gradually become good...

M. That's interesting...two things in my mind...(looking at paper)

T. Yes.

M. Here's you, and here are your friends. And they have good English skill...

T. Yes..

M. right? And they help you...you have a question or they...maybe you have a question for them...

T. yes.

M. Or maybe they say, no, chotto chigau...

T. oh yes...

M. okay so they correct you...?

T. yes...

M. That's on a skill, a kind of skill-zone help

T. Oh yes...

M. But you...when they are near you, that also makes you feel, what?

T. huh?

M. These are all helpful people

T. yes...

M. So you know, there is support...

T. Yes...

M. so you can make progress, right?

T. yeah, yeah..

M. That's for the skill help...how to do something...

T. hmmm

M. Okay...I'm making it confusing. When you have negative people around you, what do you feel in class?

T. Hmmm

M. What is your feeling?

T. Hmmm...I don't have good feeling for people, but they may have good opinion, so I try to contact them, the meaning of bad student means lazy...

M. That's what I mean by these students...maybe they are active but maybe they kind of have low skill...but they are trying

T. Oh yes...

M. these are just lazy...(trying to differentiate these two types of students on the paper to build a conversation point). What do you feel when you are surrounded by this (lazy types)...

T. no, hmmm
M. Here (low skill but not lazy) you can ask for help...
t. ah yes...
M. here, you can't ask for help...
T. So I try...I try give good influence these people (lazy ones...)
M. Oh I see...and here (low skill but active) these people are giving you good influence...
T. yeah.
M. So you are one of the high level...
T. Yeah...
M. You are one of these people now? (more skilled and active compared to lazy ones)
T. yeah.
M. Oh yeah, that's cool...
T. so, so they become, they may become good students...
M. right...So, when you are trying to make your progress go up...
T. Yes
M. It's easier in this class...it's not as easy here...
T. Yeah..
M. because you don't have support...
T. Yes.
M. but you still like to help people...
T. Yes.
M. Okay..
T. So...when I teach them, uhn, I study from them, teaching them...teaching something gives me good, good influence...once I learn something, next I teach something...I learn twice..
M. and so you get repeating..
T. Yes, yes...
M. and when you repeat, it becomes stronger in you?
T. Yes, yes...
M. Okay, so you have deeper understanding?
T. Yes.
M. Oh, wow...so when you learn from somebody...you learn...
T. Yes.
M. when you teach to somebody, you learn again...or to make it stronger...
T. Yes.
M. Okay. Cool. So, your peers...(looking at the paper) your view of your peers in high school or outside of MALL class...do you have this same feeling?
T. Uh, high school students almost same kind of style (when you are teaching...meaning that everyone is low skilled but supportive?)...but after this (mall) class...almost all people have moved here (good group)...
M. So, these kind of lazy people have become positive?
T. Yes.
M. Why do you think?
T. I think of course, I got something from others...so, if these people move here, I learn something more...
M. yeah
T. Especially, I never hate these people...(lazies)

M. I understand...

T. But, maybe, I like studying...

M. yeah.

T. So I like, I want to study more, so I want to give more

M. You want to give more help to others?

T. Yes..

M. Because it helps you learn...

T. Yeah...

M. Okay...in both environments...you have a good feeling...?

T. yeah...good feeling

M. In this one, of course there are some people here, too...so in the active class, there are lazy people...?

T. yes...

M. And you interact with them?

T. yes.

M. and so it helps you to learn also...

T. Oh yes...

M. and maybe makes them feel like that (paper) become a positive person?

T. yes...

M. Do you think in our EFGH class this was happening a lot?

T. Uhm yes...taking this class last year, I was this group...but I gradually moved to this group?

M. And that is maybe from Norihiko's help and encouragement?

T. Yes.

M. I think..I noticed that too...But I never thought you were here (low skilled but active)

T. I gradually, it relates to number 4...

M. Which is "working with other people"

T. High school days, working with other is very comfortable for me, because I can depend on others...

M. right...

T. But after this course...last project, last report...is...I must do everything...so, I think, of course doing everything alone is, become good my own skills...

M. become better?

T. yes...for example, first semester project...working with partner...

M. right...

T. ...working with partner, we can separate work part. For example, in my case, I work with Misashi. At first, we can collect many information, and next I gather information and I write first part...(he is drawing the parts of the project on the paper)

M. So this is like introduction, here's section one

T. Section two...

M. section two, three...four...and this is the conclusion...

T. Yeah.

M. How did you separate that?

T. In my case, every part thinking me...

M. Okay..

T. and Misashi's part is typing...

M. Okay...

T. And add your (his) own comments...and check my sentence...
M. right.
T. and other information...and paraphrase. And, if I write a reference...he never touch my part...
M. Oh really..
T. yeah...so..
M. did he make a suggestion sometime?
T. huh?
M. here's all your references...
T. different part...
M. Maybe you made a mistake...did he say, oh, chotto chigau..?
T. Uh...this part check...(body) and...
M. You did this part (reference) by yourself?
T. yeah...so last project...he never doing reference..
M. Oh, I see..
T. so he, work very hard...(both laugh...)
M. I understand...so really, I know that this was self...but I also know you had maybe some virtual partners...maybe several friends..
T. Oh, yeah..
M. so many friends came to you..
T. Takao-Takao! (help!?)...
M. that's a good feeling too..
T. So I think self-project is here...(last)...but I think it should be here...(first)
M. Instead of partner project...(first) that should be the last one..
T. Yes.
M. hey...why do you think that?
T. Many people, don't have enough time, so..
M. enough time here (first or last) or here?
T. (laughs...and the end)...so..one reason is work pace...and working self is, working self is good confidence..
M. Builds confidence..
T. and next project is..
M. two confidences together..
T. yes...so maybe good.
M. ah...I never thought that style..
T. What do you think?
M. Well my thinking was one whole semester with partner..
T. ah yes..
M. And you learn the skills...right?
T. ah yes..
M. How to do...layout, capital letters, format..
T. yes.
M. and you also learn some research skills, but you also learn your information, you knowledge about your topic...topic knowledge, right? And the last one is, I think you learn some personal skills (drawing this on a timeline)
T. oh yes..
M. okay...these are kinds of skills...and this takes a long time...because it's new, right?
T. laughs, yes...

M. And the second semester, I wanted students, you learned many things here (1st sem.)

T. Oh yes..

M. Now this is the same activity, so the same layout skills..

T. Oh yeah..

M. But maybe you need a partner to help you a little, you learn many things here...(first), but now you can do it here (second/alone), and so I'm think now when you get to this project, these skills are pretty strong..

T. oh yes...

M. Of course you have a new topic...but these (skills+) you learned what you need to do with a partner...and now what I need to do as a single...

T. oh yes...

M. So that was my thinking...but I like your idea, what you just said...I didn't think about it that way...and that's very, very powerful way to look at it.

T. hmmm.

M. So we have these three things, how do we say, technical skills (referring to paper)...Can you draw a line from the beginning of the semester to the end of the semester...for each of these...like Topic knowledge is zero.

T. Oh...

M. What was your topic, Buddhism? Islam?

T. No... Judaism...

M. Judaism...so you didn't know so much...you knew...oh, Judaism...oh, omoshiroi..

T. Yes.

M. but how much was you knowledge increase?

T. After (the class?)

M. To here (end of the semester). Draw a line...a chart. I mean, you had knowledge here (beginning) but it wasn't so deep...

T. Oh yes.

M. So how...

T. He draws sharp line...

M. Oh, so it went up quite a bit...?

T. yes.

M. How about your technical skills? You didn't write any papers before the class? But you had some writing ability (before)

T. Oh yes...

M. How much did that go up?

T. Technical?

M. Technical skills...

T. draws sharp line up again...

M. Oh I see...how about personal skills...working with a partner...?

T. draws another line...

M. so you were with a partner now...you had a kind of experience...this was kind of maybe first time for a long project...

T. oh yes...

M. but here (single) you have experience of this (partner)...How did your technical skills...did they go up and then go kind of flat...or did they go up even more?

T. a little up...and topic knowledge...

M. went up, a new topic, new knowledge...

T. Yes.

M. And how about personal skills...did they become deeper, or?

T. with partner?

M. yeah, with a new partner...

T. Hmm...I don't like working with other...

M. You don't like working with a partner?

T. Yes. I like working with myself..

M. Okay, but did you like working with Norihiko?

T. Huh?

M. You worked with Norihiko last year...

T. Yes, after this course, (first year), of course working with partner makes good report

M. It helps you?

T. yes. But working self is good skill up. Skills go up working with partner, too but I depend on my partner a little bit...

M. Oh I see...

T. yeah..

M. so you want to challenge yourself...

T. yes.

M. If you have a partner...you don't challenge 100%?

T. Yes. So..hmm, this part is, this project, self is okay, but I worry self, or working with partner...

M. I never thought about that so much...

T. Yeah, so, personal skill kind of same...

M. (new line) Now this is when you're working by yourself, so your personal skills, challenging yourself...

T. draws a sharp line up...

M. Oh, it just went way up...

T. yes.

M. wow...and your new topic...how did that go? Way up?

T. hmmm.

M. So your technical skills are okay now (developed)...

T. oh yes...

M. You don't have to become better and better and better? Do you feel confident?

T. Hmmm...

M. Technical skills?

T. Uh...I think after this project (1) I think I understand almost format skills...

M. sure, I understand that...

T. but I also give some up...

M. Well, it's never 100%...even with me...I always need to get the book and check...

T. laughs...yeah...

M. Nobody expects this (tech line) to be perfect...Okay, you made a really interesting point here (chart)...Personal skills...it's important for you to challenge yourself...

T. oh yes.
M. okay, so here of course you challenged...
T. Yeah...
M. and you challenged working with a partner...
T. yeah.
M. and finishing the report...there's two challenges...finish the report...and I have to work with the partner...
T. oh...
M. that's a challenge, too, right?
T. yes.
M. and here you did the same...but here there is no partner and you just challenged with yourself..
T. Yes...
M. Why is that important for you?
T. My honest opinion this project and this project, both project, same style..
M. sure.
T. so after both projects, I think I may make reports myself, and next project is self, and I can do self...so of course, my partner give me good help...so this graph goes up...
M. improves...but these are kind of different personal skills, these are personal skills with a partner and these are personal skills with yourself..
T. oh yes...
M. you challenged yourself.. You get an A-maru for both of them...
T. I don't care grade...of course I need grade, but grade is bonus for me...
M. I understand, so you challenged yourself...what do you, why, for what reason? Of course grade, let's finish that... But why do you push so hard???
T. Uhm, working with partner is two persons...but this part (single) is only one, so in my heart I like, I do more, more..
M. effort?
T. No...two people...if with partner, we can separate parts, but self is one, so I have pressure...
M. responsibility...
T. yeah...to self, and to make a more good report, and so...
M. So that pressure, it's harder, it's more difficult, it's more pressure, but you like it...
T. Mmmm
M. You feel better, when you finish this..(with partner) you're happy, happy, but here (single)...what did you feel at the end of this report (single)...this is a good report!
T. thank you...
M. this is really serious....this is superior, it's excellent...when you finished this...what did you think? (gives him the report).
T. Thank you. I think I want to tell my opinion to others
M. about this? Topic knowledge...
T. yes...but this part (with partner) I don't feel so deep...
M. understanding?

T. yes. But this part I think more, I want to tell my opinion about...very strong mind...

M. And it's all your opinion, it's not shared...

T. yes. So I never compromise my report, so it is this part. (single)

M. So here (partner) you had to negotiate...

T. yes.

M. but here you didn't have to...

T. mmm

M. There's no correct answer...

T. laughs

M. we're just talking about what you were thinking...

T. yeah.

M. So this is Michael's class...(draws)...

T. yes..

M. now you have other classes that are kind of like this...here's teacher...right?

T. ahhh yes...

M. and this is uh the MALL and it's kind of...

T. yes...

M. right?

T. hmmm

M. this (T-centered graphic) is maybe high school, junior high school..other NUFS classes...?

T. Yes.

M. Can you get this same feeling (pointing to graphic (EFFORT line) this, "I challenged, I have my own opinion..."...can you get that in this class? (T-centered)

T. Huh?

M. In this class (MALL) you had a chance to

T. Oh yes..

M. Everything is your challenge...

T. uhn...

M. personal...and you are very happy?

T. yes.

M. can you have the same feeling in this class? (Trad)?

T. (very quickly) No!

M. why not?

T. hmmm...this class MALL class' very important point is working ourselves, but this class system (T-cen) teacher teach something to us...so

M. This (t-cen) seems easier...

T. yeah...but student listening only...but this mall class activity...is very important...yes

M. you mentioned opinion here...this is your opinion (graphic)

T. yes...

M. it's not the book's opinion, it's not the internet's opinion, it's not the teacher's opinion...this is YOUR opinion...right?

T. yes.

M. and you made this, this opinion...but in this class (t-cen) opinion is different, right?

T. uh..

M. well, do you have your opinion in this class? Teacher teaches you something..

T. oh yes..

M. is there a chance for your opinion?

T. uh..this class (mall) more chance to say opinion, but...this class (t-cen) I can tell 'some' opinion...

M. okay.

T. so, ...(stymied.)

M. okay, I'm following you...I'm following your thinking...

T. yes...

M. (drawing on paper) Let's say this is how deep your understanding is...okay?

T. yes.

M. in this class (T), you have an opinion, but your understanding is only not so deep? And then next week we have a new topic..?

T. Yes. Oh yes yes.

M. right? We never get to go to the deep zone like this...

T. Yes! Oh yes, yes..!

M. Is that ...do you understand that?

T. yes...hmmm..Exactly this problem...

M. uh-huh...That's a problem??

T. Yeah..I want to think more deeply, but next week new topic, so I want to tell my opinion to someone...but next week new topic.

M. Okay, I understand that...so we have two different styles

T. Yes.

M. Why is so important for you to tell your opinion?

T. Uh..

M. well, you kind of did it here...a little bit (graphic)

T. Yes.

M. this is kind of a skills opinion...skills help generally (benefit of helping peers)

T. (MALL) of course I like/write my opinion in English and I want to check my English...and teacher hears my opinion...

M. opinion...

t. and what does the teacher feel...so I want to teacher to check my level...

M. to see if it's okay or not?

t. yeah...this part is good, but this sentence is no good...

M. You don't get this (t-interaction) in this class (t-cen)? Not so much or?

T. this class...mall...before starting this class every week I have homework...homework is a print...I check book, and I write summary opinion...and question...

M. the opinion is about that writing in the book?

T. about topic...yes

M. short topic?

T. yes...and in class I talk about this topic with my friends...

M. sure..

T. and ...

M. and then you finish?

T. yes. And...so...sometimes I hate topic...

M. right..

T. yeah. But if I find a good topic I write more my opinion...

M. I see.

T. so..sometimes teacher don't check my opinion...attendance only...so..

M. (mimics...) ...what am I doing? (in this class)

T. laughs...yes.....

M. I never even check the attendance!! (both laugh)

T. so I think this style (ALE) is very good...so I try...

M. So in this class, style...I want to summarize what I think you are saying, okay?

T. yes.

M. In this teaching style class, you have activities to learn vocabulary, reading, talking to a partner, summarizing, and then you do that activity and then you...Do you feel kind of empty?

t. empty?

M. Karapo...I mean...you finish this activity, week number one...

T. yeah.

M. (refers to paper...week one, done...) dakara (and so, move on...)

t. I gain a little from the topic...

M. okay..

T. but I feel...this class (mall) I feel BIG...

M. reward?

T. yeah...so

M. (paper) so you have effort here, right? (t-cen)

T. yes..

M. homework, interact with students, talk...you have some effort...and then you have some reward...maybe this big...

t. ahhh...

M. I practice, I have vocabulary words, I tried...

T. yes..

M. In this class (mall) you have a quite big effort..right? and then your reward is bigger?

T. oh yes...

M. like happiness...and satisfaction?

T. yes.

M. confidence?

T. yes.

M...is bigger (in mall)?

T. bigger, yeah..

M. (drawing) Now you have effort here...short time...new topic...(t-cen)

T. Yes

M. Effort, effort, effort...small, small, small, (reward)...is that correct? Is that what you think?

T. Uhn..(hesitant)...

M. this one (mall) is long...one topic...12 weeks...

t. I think this mall class...I can choose topic, so I can find my interest topic, so I feel this course is good..but this course (t-cen) this course topic...teacher gave...

M. tell you...

T. yes. So sometimes good topic for me, but sometimes not good...

M. right...

T. so...mmm

M. if the topic is not so good..

T. yes.

M. do you have the same effort, or does that go down...

T. laughs...Goes down...

M. Oh I see, so choosing a topic is very important?

T. yes...of course...for example, politics...very difficult..

M. it is...

T. so if I am thinking my opinion, but I should tell in English...

M. uh-huh...

T. so I research dictionary and I find difficult words, so..to tell my opinion is difficult..

M. right...

T. Yeah..

M. that's just one week (to transition a topic)

T. laughs...yeah..

M. It takes a long time to create your opinion..maybe?

T. Yes.

M. Deep opinion...

t. Oh yes...and this class (ale) is a long time, so if I found difficult word or opinion I can change to easier word...because I have a long time...

M. ...to adjust things?

T. Yes.

M. So...this class (t-cen) has English skills...and this class (ale) has English skills and writing skills, I don't know, each student, it depends on the student, Did your English skills go up really high or did your other skills...which one improved the most (in the ale)?

T. this class?

M. Yeah, Michael's class...

T. well...

M. Let's make a new line...let's put English skills (writing on graphic)...

T. yes...English means talk...???

M. Hmmm...maybe grammar, maybe verbs, past-tense, present, spelling, adjectives, nouns, vocabulary increase...

T. ahh,

M. How much...I know it's kind of hard to say, but ...

T. draws line...I think computer skill is...I study...I feel, I study English computer skill, so *I wanted to study more English skills*

M. the small pieces of English?

T. yes...in this course...

M. I think lot's of people wanted that...it's almost impossible to focus...

T. yes...

M. because I think everyone was really working on this (circling skills words on graphic), this and this...there is

English content...and then there is English grammar...English meaning and then the English grammar part...there are two kinds...

T. oh yes...

M. Suddenly...there is so much to think about...

T. (laughs) yes...

M. this class (mall) will become smaller...your class is the last large class...it's finished...the curriculum is finishes..

T. oh yes...

M. so from now...I will teach this kind of class, with only maybe 12 students or 20

t. oh yeah...

M. same style (ale)...one project, research English, but with a smaller class I can probably work on these topics (grammar etc.) a little bit...

T. yeah

M. with 70, 60 students in one class...it's just no way...

T. (laughs)...

M. But in this class...(ale) what motivated you...what kept you motivated? Okay...this is before (drawing on paper...referring to H. S. ex.), or maybe these kinds of classes (t-cen) what was the motivation...?

T. Ah..my high school...my school atmosphere is easy-going..

M. Oh really?

T. yeah...and so...tomorrow's test...I don't care...

M. right...Just come to school...

T. (laughs) yeah...so I...high school days, I become easy-going...

M. But didn't you worry about tests? In high school did you have a worry about tests?

T. Yes...

M. so did the test motivate you?

T. Oh yes...

M. okay..

T. my HS according to test, my grade is decided.

M. Okay, I understand...

T. To go to the university is very important...so..

M. To have high grades?

T. Yes..so in my high school I studied to get good grade...

M. I understand...and that was the motivator...

T. Yes.

M. Okay, now...let's move over a little bit...now we're in NUFS...in the teacher-styled class...(referring to graphic)

T. yes.

M. What is the motivation here?

T. Hmmm...in university, if I don't do homework...I fail...

M. Okay..

T. But in high school, teacher help me...

M. each time? (all the time)

T. yeah...so...we feel we must not fail...(obligation to teacher)

M. okay...

T. yeah, so we become...

M. everyone goes down and down and down..

T. yeah...but in university...if we don't do homework...

M. right...you fail...you're gone...

T. yeah...

M. There's a consequence...

T. yes...

M. So in this university...in NUFS...grade is important?

T. yes

M. Homework is important?

T. yes.

M. effort is important?

T. uh...(clarifying...)

M. well in high school, effort was not important...

T. (laughs)...yeah...

M. but here, effort is important...you have to...? In university?
(clarifying with a question)

T. Of course yes...

M. okay...and...and now in this class, Michael's class...

T. yes..

M. what was the motivator?

T. hmmm...after this course...I think that my friends influence is very big..

M. so...after this course, you realized...

t. yes...

M. that friends' influence is very powerful...

T. I was here...(on paper...beginning of mall class) I met many good friends...so I, so many students work very hard...so I think I work hard too...

M. also..

T. so, I'm, I think in this class...and in second semester, I want to continue that feeling...

M. because you have new students now...

T. Yes.

M. Okay, so if you...I'm interested...you came here kind of...not lazy...but kind of floating...

T. (laughs) yes...

M. And then you got surrounded by lots of positive people...active people...

T. yes.

M. your peers, your classmates...and you felt, "oh. I should do that too!"

T. Oh yes...

M. but did you do that so that you would be in this group and feel...did you do it only for friendship? Like a WA?

T. eh...h...

M. Why did you change from a fura-fura (floater) to a...

t. ah...when I entered this university I was lonely...

M. Okay...

T. so I talked...

M. with your...

T. classmates...so I passed with many friends...so I feel many, I felt many friends are very wise...so..

M. uh-huh...you want to stick with them?

T. and I feel I will do more study...

M. okay...if you stayed fura-fura...

T. yes..

M. did you worry that they would reject you? Did you worry a little bit at that time? You were lonely...and your study attitude was kind of floating...

T. uh...if many students is lazy...I didn't work so much...

M. oh really...so that

T. yes.

M. Is really important..

T. yes.

M. wow...do you think other students have the same feeling?

T. hmm..Yes...some of my friends...I worked very hard at this report...content is two pages...but in my case it's...

M. eight or nine...

T. (laughs) so my friend worried about...

M. so you kind of made pressure for them...

T. (laughs loudly)

M. so you were like a good influence in class...

t. yes..

M. I mean, you weren't trying to push them...you weren't trying to make pressure...you were just doing your own report...but you created pressure..

T. eh...maybe...

M. well it's okay...it's good.. there were 83 reports and I numbered them 1 to 83...and you got number 1...

T. (surprised...) thank you. Thank you!

M. I didn't do it...you did it...I don't "give" you a grade...you make the grade...

T. oh...

M. I didn't...I don't just give people a grade...

T. oh yeah...

M. (looking through the report) that's your work...that's the best paper...

T. ah...thank you!

M. It's really quite good...who is going to be your seminar teacher next year?

T. I'm thinking...

M. Kayukawa-san...or Obrien, or?

T. Special seminar? Mr. Okuda...

M. He'll challenge you...these skills, these technical skills will be very good in Okuda-sensei's class...

T. I see...

M. Probably you will write your report in Japanese...but same style of layout..

T. Oh yes...

M. do it!

T. I want to read other students' reports...

M. I'm going to put them on the internet...

T. Really?

M. All of them...maybe not all of them...some of them are not good...

T. Oh...

M. Some people didn't try to challenge...

t. (laughs) oh yeah...

M. So much...but maybe almost all of them...maybe 95%...so every year I put them on the internet...so I have your 1st year reports...

T. I'm interested in my friends' reports...

M. they are very good...

T. yeah, of course I'm interested in my friends' topic..

M. uh-huh...

T. My friends topic...but style...

M. do you mean format?

T. yeah...and word choice...

M. so you want to compare?

T. uh...(smiles)...a little bit...

M. Okay...I understand.

T. (laughs).

M. In this class, what was the most valuable thing for you? Maybe it changed, maybe (chart) in this first semester something was valuable...maybe something here (later time)...but generally...what were the most valuable things for you?

T. computer skills...and style format...reference...I think to write reference and paraphrase is...I didn't care about style before this course...

M. What changed? Why did you change? Suddenly that's important...why?

T. eh...why? You said this style format is very important and this format...

M. for special seminar and so on...?

T. yes...

M. so it's useful? Useful for you? So the content... the skills content were valuable for you, skills, computer skills, layout skills, reference, those skills were valuable and useful for you?

T. Yes..

M. Now how about the style of the class...what's valuable about that? Not the content but the style...

T. of the class?

M. uh-huh...

T. uh..I think this class is best...yes...

M. ...because...?

T. Because I don't like this style (t-cen graph)...

M. teachers style?

T. yes..

M. so this class, mall class, is more valuable?

T. yes.

M. than a teacher-type class?

T. yes.

M. Can you tell me why it's more valuable?

T. Hmmm

M. I can see that you sense it...

T. yeah..

M. You have a sense of...I like this class more than this (t-cen)...

T. yeah.

M. you have a feeling, ne?

T. yeah..
M. but... why do you have that?
T. hmmm...in this class (t-cen) I should study something...but
mall class...I start to study by myself..
M. so it's "I should do it" versus "I want to do it"?
(referring to graphic)
T. yes. Teacher's class tells you...but mall class..
M. comes from you..
T. yes
M. the motivation..
T. yes
M. the challenge...okay...and that's valuable?
T. yes..
M. so if you have a small class like this..
T. yes.
M. and you choose a topic...okay...let's...choosing your own topic,
controlling your own work pace,
T. yeah
M. helping others..and getting help..
T. Yes..
M. like an independent style?
T. yes...I like independence style..
M. So that's valuable for you? To be independent?
T. But, but...I like...sometimes working style...working with
partner style...but almost always independence style..
M. But even when you had a partner...it was pretty
independent...
T. yes..
M. because Michael just said...begin here...and finish here...go to
it!
T. (laughs)...yes...so maybe many students don't do anything..
M. I know..
T. and (pointing to the end of the semester point on
graph)...Ahhh!
M. Panic..
T. (laughs)..yeah, yes!
M. But even that happens here too (1st sem) and not so much
here...(later)..
T. Yes.
M. I think people learned that..
T. this project...I think so...time limit is coming!!! So this
part, in this project
M... 1st year second semester..
T. I control myself...a little bit more..
M. But still you had that feeling...(panic/time)
T. yes, but last class I have enough time to check our report..
M. So you learned that...right?
T. Yeah.
M. the teacher didn't teach you..
T. yes.
M. I didn't teach you that..
T. Oh yes..
M. You learned it from experience...right?

T. yeah
M. And then you learned... "Oh I don't want to do THAT again..."
(panic lazy..)
T. Yes..
M. so you learned it here (end of 1st project) and probably
you made it even better here...(last)
T. oh yeah..
M. some people...split the task...here's A and B...and then about
there (on the sem line) A and B come together..
T. Oh yeah...(laughs)
M. Opposite opinions...Gagghh...what should we do??!
T. (laughs)...yes... and some friends...did both 1, 2, 3, 4,
5...sections...(laughs)
M. did both the same sections..
T. yeah (laughs)
M. wasted time..
T. So I, in my case, one person make things together...but I
think it is not good..
M. it's slower...if you work together it's slower...
T. uh yes..
M. If you split it (tasks) it's faster.
T. oh yes..
M. but the quality is..
T. Sentence style is different..
M. I know...I read them...I can see..one person's writing...another
person's writing...I can see it.
T. Yes
M. You did the right way...where you work together...it's slower,
but your writing is stronger, cleaner...better...two heads are
better..
T. Oh yeah..
M. do you have anything else you want to say about the class?
T. Hmmm...(tired)
M. Can I ask one last question?
t. yes
M. How have you changed...from here to here (beginning to end)
to today? Do you think...how has your character changed?
T. I have become positive, active..
M. with your partner or with your self? Positive in what way?
T. For example, high school days...if I have some questions, I
never ask the teacher, but in university I ask ...
M. ...because you want to become...smarter??? Or...I guess, my
question is...You were passive floating...but now you became
active..
T. Yes.
M. What is your motivation...why...you're active now...what does
that do? You changed! Now you've become this..
T. Yes..
M. and how do you feel, do you feel better? Do you feel good
about yourself?
T. yes.
M. so it is a happy, a good feeling..
T. yes.

M. but you were happy here...right (beginning)...but now...so wow...so maybe you became an adult...maybe...

T. yes...

M. so you...is your goal knowledge? Is your goal personal level-up...

T. Yeah..

M. Is your goal skills level-up...what is your goal...all of them?

T. personal...

M. You want your personal skills to continue..?

T. yes.

M. Okay...so I understand...so I Takao...if I continue to make personal skills level up...what will happen in the future?

T. hmmm

M. I mean, you do this for a reason...

T. yes

M. yes of course to make yourself happy...are there other reasons..?

T. In the future...

M. Next semester? After graduation?

T. I want to continue this mind...more better, more better...because...(at a loss...) hmmm...I gradually came to like to study something

M. so learning..

T. yeah, English and computer or something...after graduating from this school I want to study something more...

M. again...more?

T. Yes.

M. okay...in this class your get a reward...(t-cen)

T. yeah.

M. in this class you get a different kind of reward (ale)

T. yes.

M. Grade reward...and self satisfaction...

T. yes.

M. and you like this style...you want to continue?

T. Oh yes...maybe this project is self satisfaction

M. and that makes you feel good about yourself?

T. Yes.

M. so the next challenge, you have more positive feeling?

T. Yes.

M. Confidence?

T. Yes...so my friends say to me..."Are you crazy?!"

M. but they have a kind of respect for you...

T. yeah..but I, this effort is my self satisfaction...

M. Yeah...it shows you, who you are...show your parents (your paper)

T. (laughs)...

M. Okay.. well is that it? Is that everything you want to say?

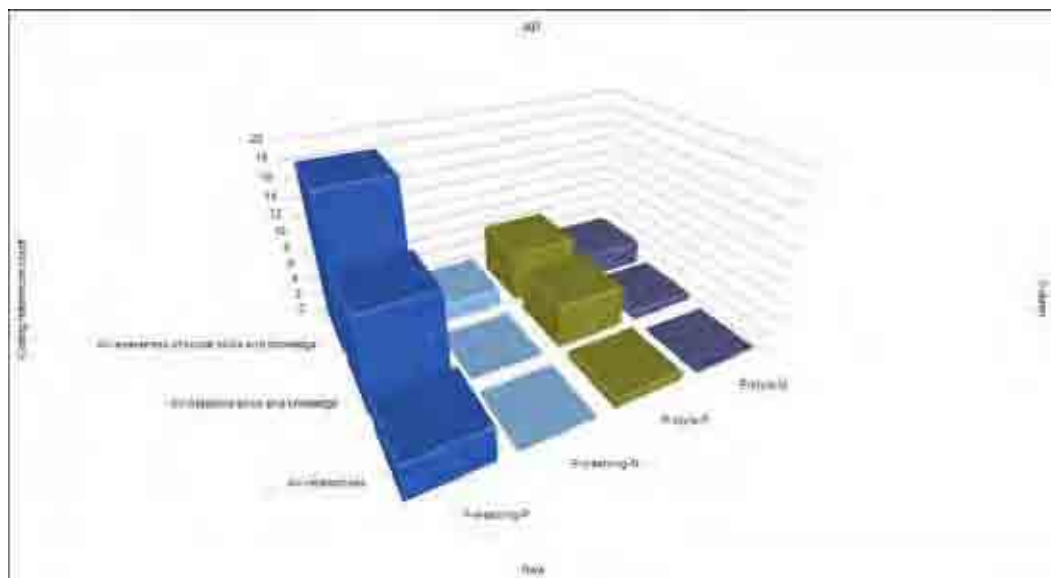
Well I thank you for spending a long time...

Appendix 16: Node-matrix intersection results (graphic & spread sheet)

The graphic and spreadsheet information for the node-matrix intersections is arranged according to the tabular data below.

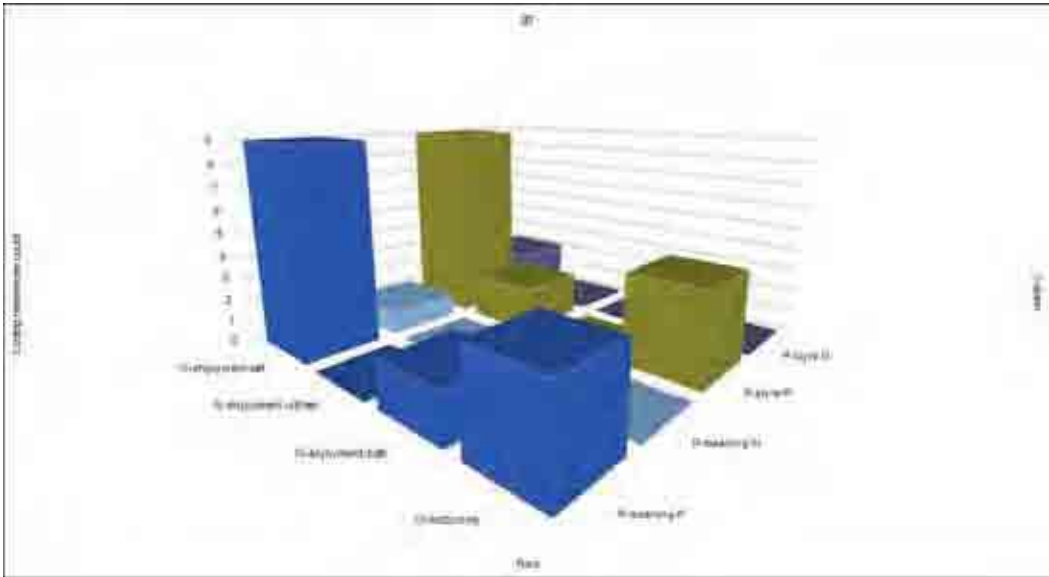
Perceived Value and Engagement Factor Code Node Intersections				
	External (including positive+ / negative-)			
	P = Project	PL = Peer Learning	S = Self-regulation	T = Teacher
Internal				
A = Attainment Value	AP	A-PL	AS	AT
I = Intrinsic Value	IP	I-PL	IS	IT
D = Difficulty Value	DP	D-PL	DS	DT
E = Extrinsic Value	EP	E-PL	ES	ET

AP node-matrix intersection



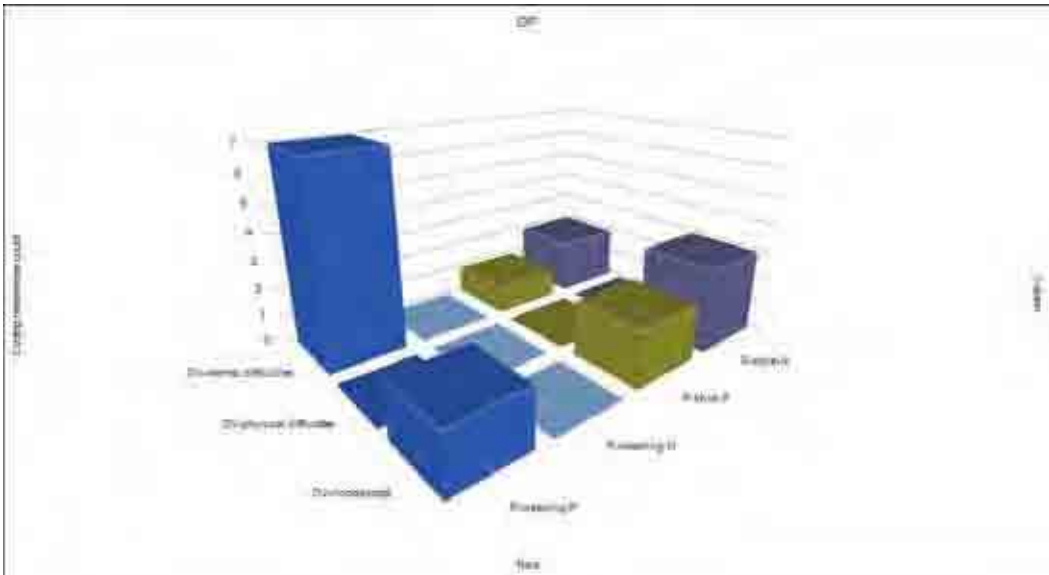
	A : AV-awareness of social skills and knowledge	B : AV-objective skills and knowledge	C : AV-relatedness
1. P-meaning-P	18	11	4
2. P-meaning-N	2	0	0
3. P-style-P	0	5	4
4. P-style-N	0	0	0

IP node-matrix intersection



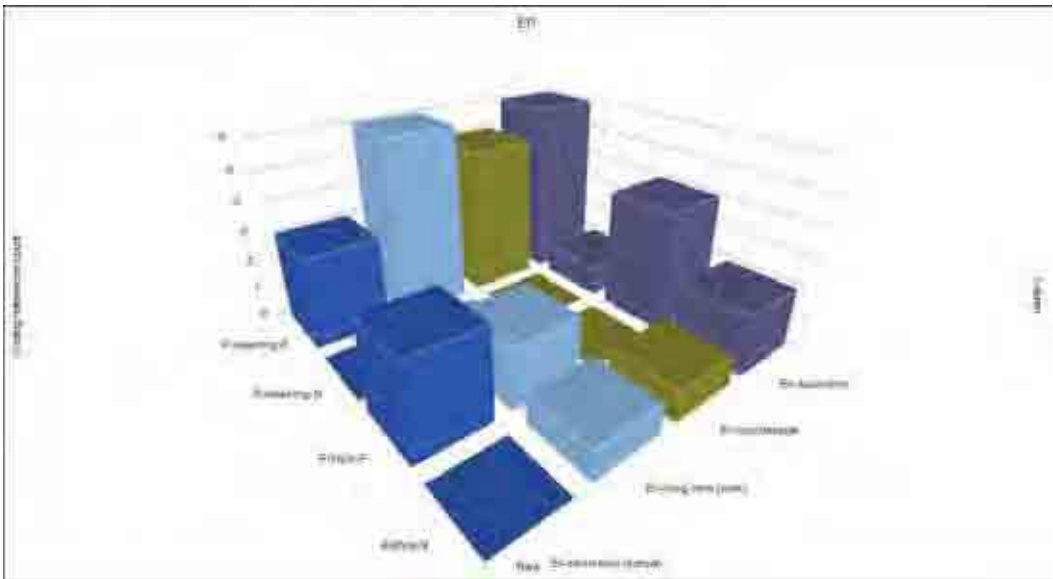
	A : IV-enjoyment-self	B : IV-enjoyment -others	C : IV-enjoyment-both	D : IV-Autonomy
1 : P-meaning-P	8	0	2	4
2 : P-meaning-N	1	0	0	0
3 : P-style-P	8	2	0	4
4 : P-style-N	2	0	0	0

DP node-matrix intersection



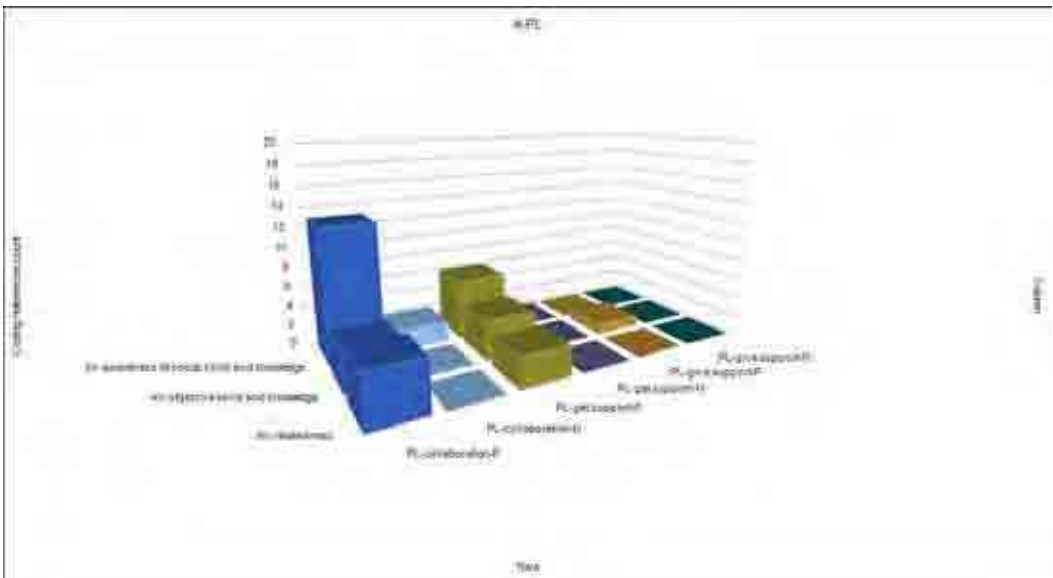
	A : DV-mental difficulties	B : DV-physical difficulties	C : DV-nondescript
1 : P-meaning-P	7	0	2
2 : P-meaning-N	0	0	0
3 : P-style-P	1	0	2
4 : P-style-N	2	0	3

EP node-matrix intersection



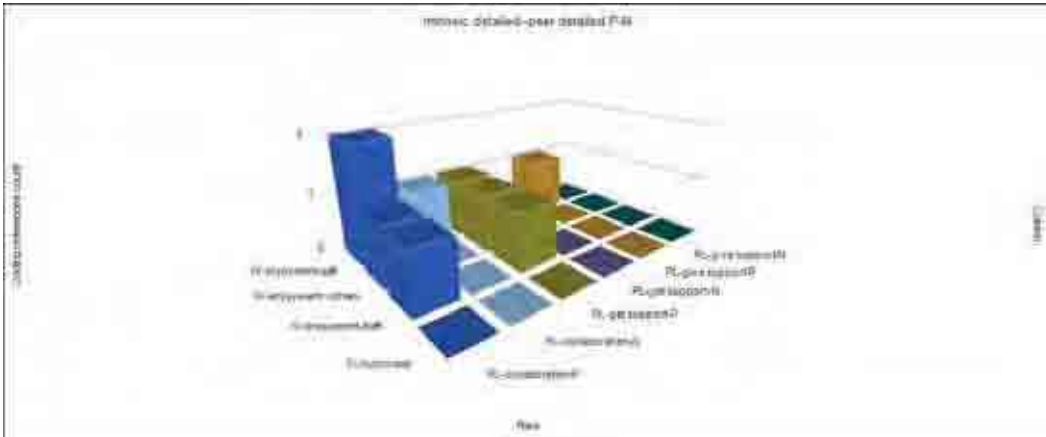
	A : EV short-term (school)	B : EV long-term (work)	C : EV nondescript	D : EV Autonomy
1 : P-meaning-P	3	0	5	0
2 : P-meaning-N	0	0	0	1
3 : P-style-P	3	2	0	4
4 : P-style-N	0	1	1	2

A-PL node-matrix intersection



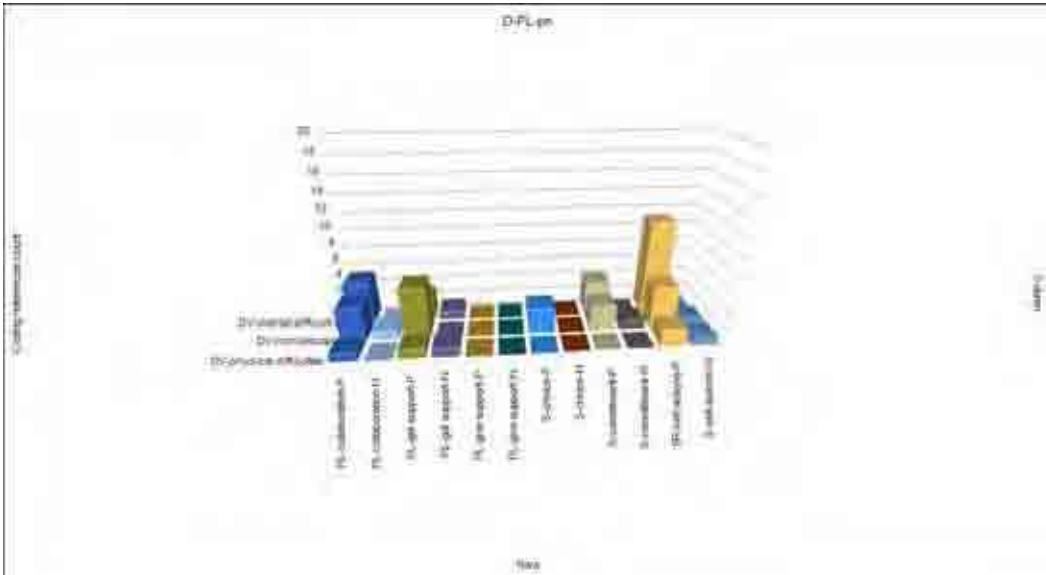
	A : AV-awareness of social skills and knowledge	B : AV-objective skills and knowledge	C : AV-relatedness
1 : PL-collaboration-P	13	4	5
2 : PL-collaboration-N	2	0	0
3 : PL-get support-P	6	4	3
4 : PL-get support-N	0	0	0
5 : PL-give support-P	0	1	0
6 : PL-give support-N	0	0	0

I-PL node-matrix intersection



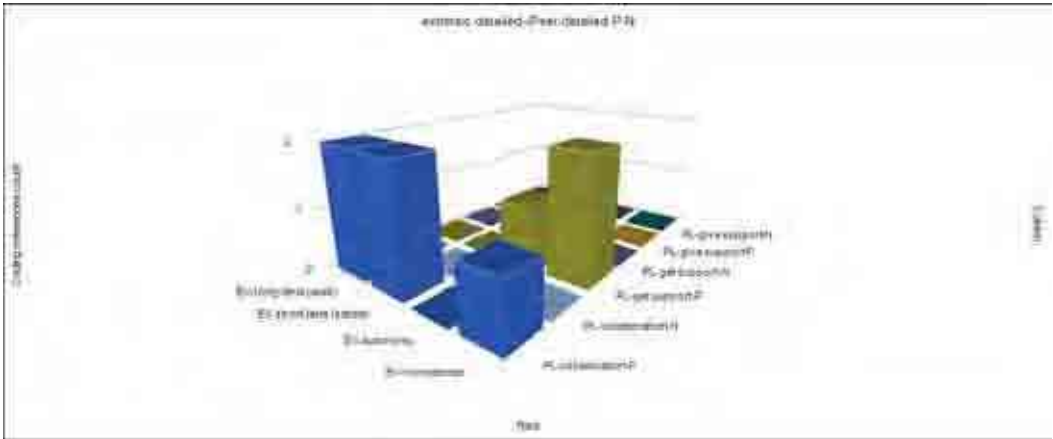
	A : IV-enjoyment-self	B : IV-enjoyment-others	C : IV-enjoyment-both	D : IV-Autonomy
1 : PL-collaboration-P	2	1	1	0
2 : PL-collaboration-N	1	0	0	0
3 : PL-get support-P	1	1	1	0
4 : PL-get support-N	0	0	0	0
5 : PL-give support-P	1	0	0	0
6 : PL-give support-N	0	0	0	0

D-PL node-matrix intersection



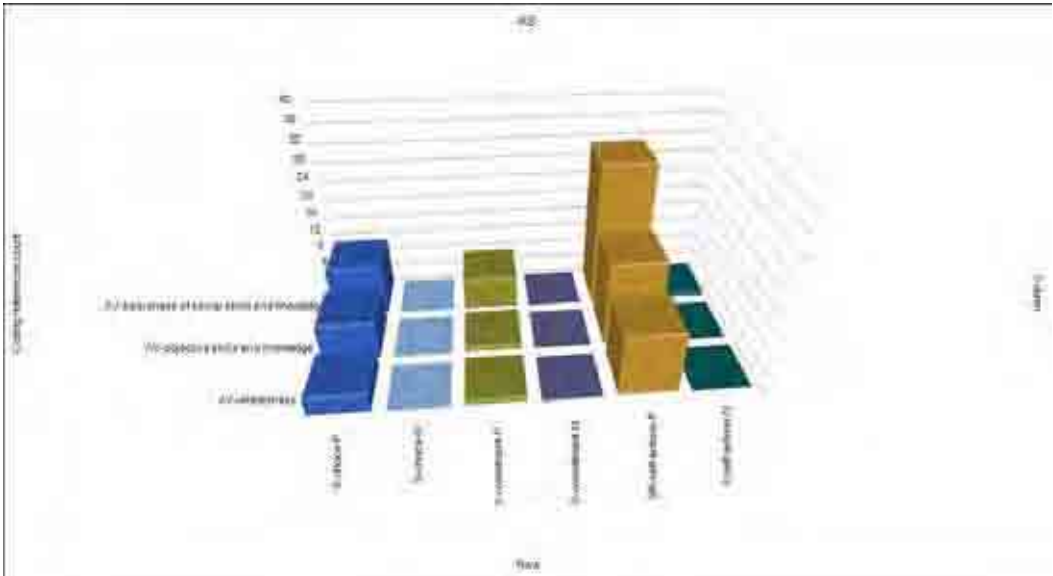
	A : DV-mental difficulties	B : DV-physical difficulties	C : DV-nondescript
1 : PL-collaboration-P	5	1	4
2 : PL-collaboration-N	0	0	1
3 : PL-get support-P	3	1	0
4 : PL-get support-N	1	1	0
5 : PL-give support-P	0	0	0
6 : PL-give support-N	0	0	0

E-PL node-matrix intersection



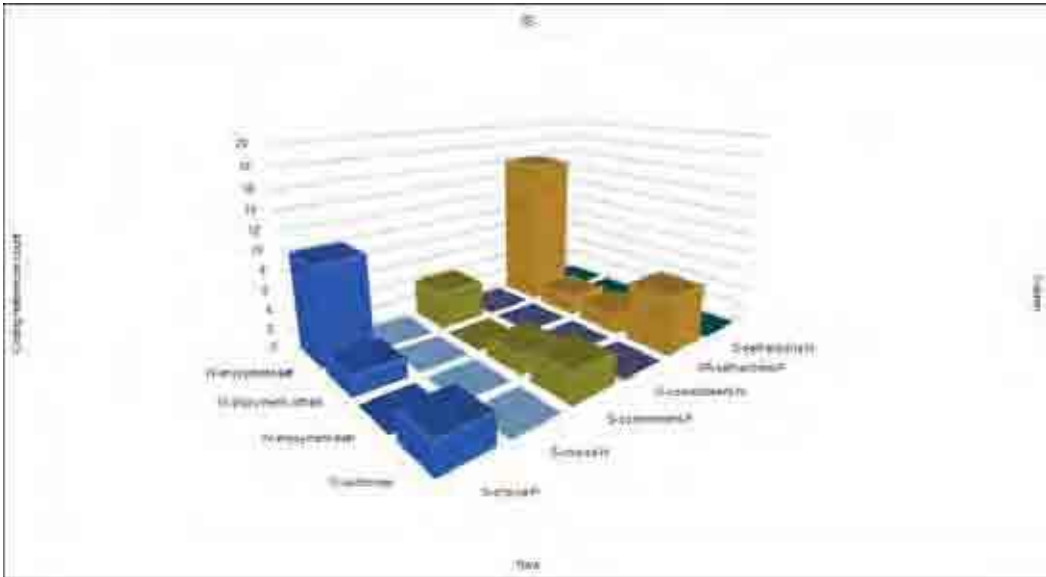
	A : EV-long-term (work)	B : EV-short-term (school)	C : EV-Autonomy	D : EV-nondescript
1 : PL-collaboration-P	2	2	0	1
2 : PL-collaboration-N	0	0	0	0
3 : PL-get support-P	0	0	1	2
4 : PL-get support-N	0	0	0	0
5 : PL-give support-P	0	0	0	0
6 : PL-give support-N	0	0	0	0

AS node-matrix intersection



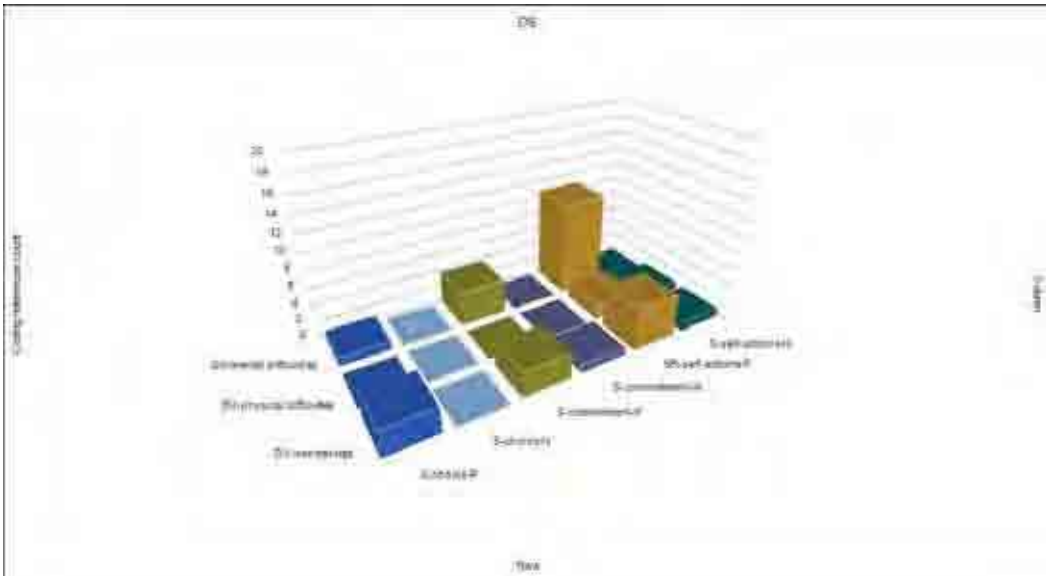
	A : IV-enjoyment-self	B : IV-enjoyment -others	C : IV-enjoyment-both	D : IV-Autonomy
1 : S-choice-P	10	2	0	3
2 : S-choice-N	0	0	0	0
3 : S-committment-P	4	0	2	3
4 : S-committment-N	0	0	0	0
5 : SR-self-actions-P	16	2	2	8
6 : S-self-actions-N	0	0	0	0

IS node-matrix intersection



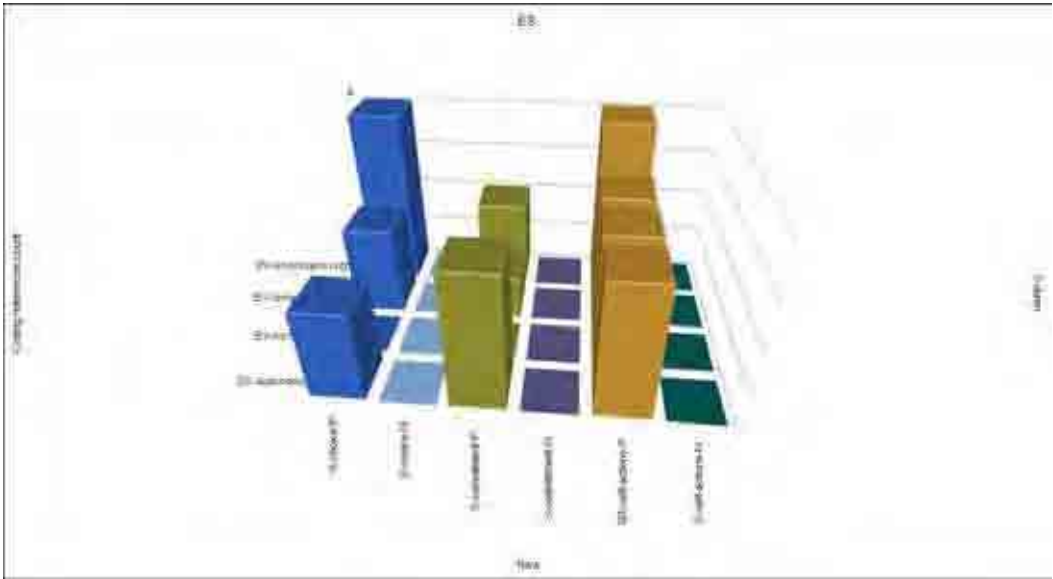
	A : IV-enjoyment-self	B : IV-enjoyment -others	C : IV-enjoyment-both	D : IV-Autonomy
1 : S-choice-P	10	2	0	3
2 : S-choice-N	0	0	0	0
3 : S-commitment-P	4	0	2	3
4 : S-committment-N	0	0	0	0
5 : SR-self-actions-P	16	2	2	6
6 : S-self-actions-N	0	0	0	0

DS node-matrix intersection



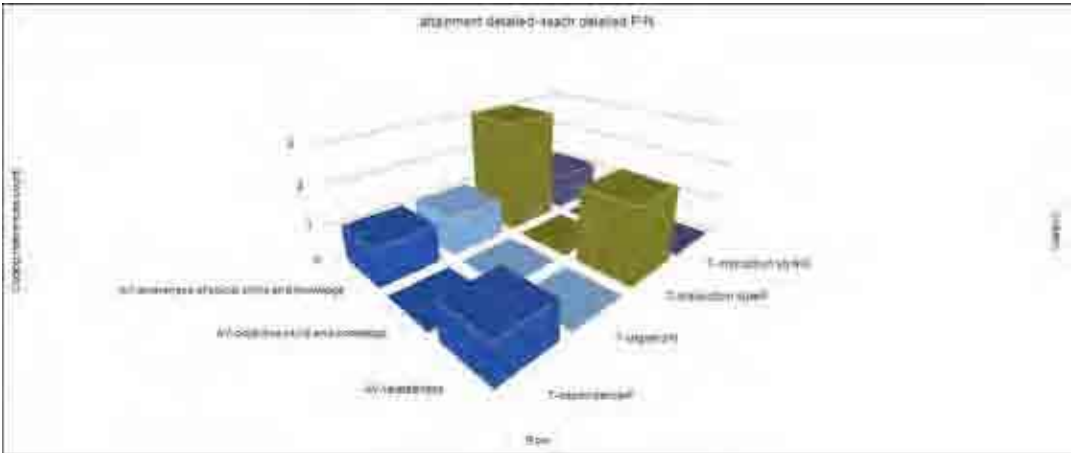
	A : DV-mental difficulties	B : DV-physical difficulties	C : DV-nondescript
1 : S-choice-P	3	0	3
2 : S-choice-N	0	0	0
3 : S-commitment-P	4	0	3
4 : S-committment-N	0	0	1
5 : SR-self-actions-P	11	2	5
6 : S-self-actions-N	0	1	1

ES node-matrix intersection



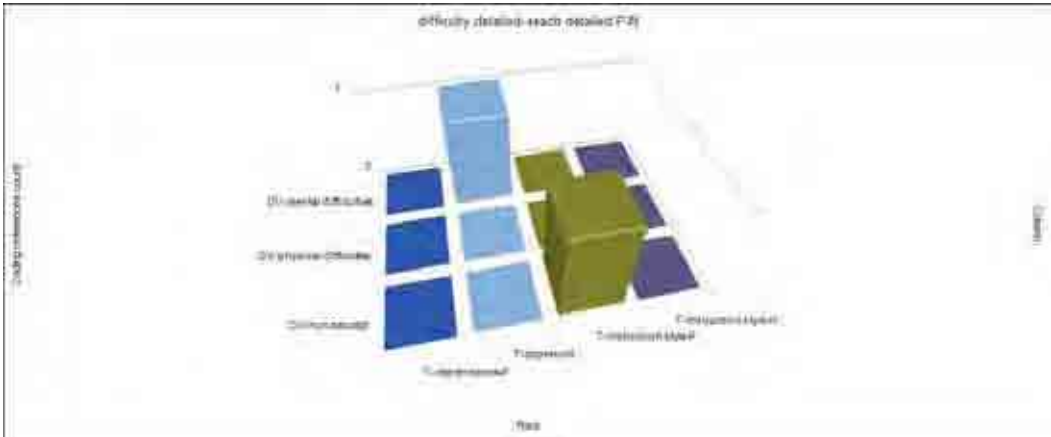
	A : EV-long-term (work)	B : EV-short-term (school)	C : EV-Autonomy	D : EV-nondescript
1 : S-choice-P	2	4	2	0
2 : S-choice-N	0	0	0	0
3 : S-commitment-P	1	2	3	0
4 : S-committment-N	0	0	0	0
5 : SR-self-actions-P	3	4	3	3
6 : S-self-actions-N	0	0	0	0

AT node-matrix intersection



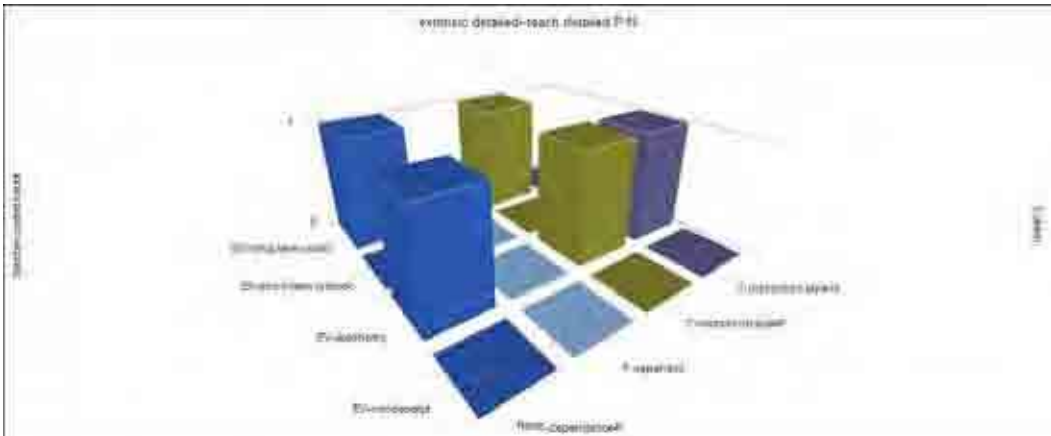
	A : AV-awareness of social skills and knowledge	B : AV-objective skills and knowledge	C : AV-relatedness
1 : T-dependence-P	1	0	1
2 : T-depend-N	1	0	0
3 : T-instruction style-P	3	0	2
4 : T-instruction style-N	1	0	0

IT node-matrix intersection



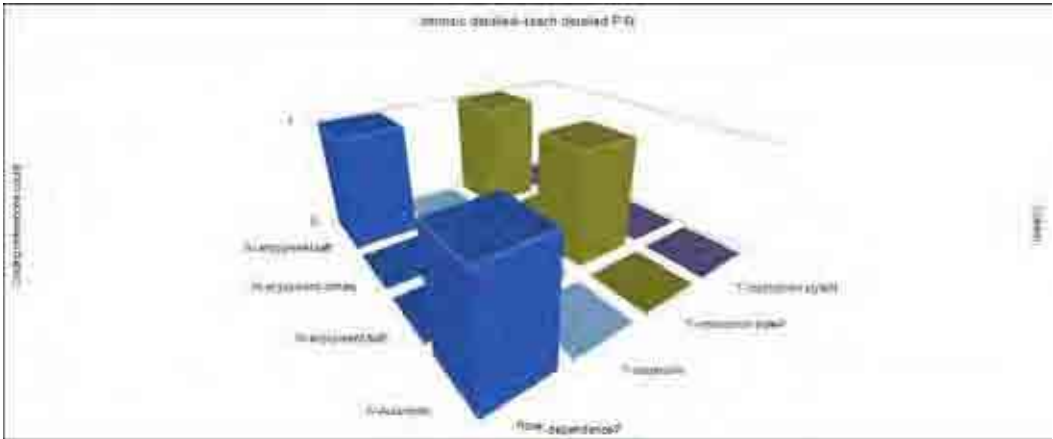
	A : IV-enjoyment-self	B : IV-enjoyment -others	C : IV-enjoyment-both	D : IV-Autonomy
1 : T-dependence-P	7	0	0	1
2 : T-depend-N	0	0	0	0
3 : T-instruction style-P	1	0	1	0
4 : T-instruction style-N	0	0	0	0

DT node-matrix intersection



	A : DV-mental difficulties	B : DV-physical difficulties	C : DV-nondescript
1 : T-dependence-P	0	0	0
2 : T-depend-N	1	0	0
3 : T-instruction style-P	0	0	1
4 : T-instruction style-N	0	0	0

ET node-matrix intersection



	A : EV-long-term (work)	B : EV-short-term (school)	C : EV-Autonomy	D : EV-nondescript
1 : T-dependence-P	1	0	1	0
2 : T-depend-N	0	0	0	0
3 : T-instruction style-P	1	0	1	0
4 : T-instruction style-N	0	0	1	0

Appendix 17: Node-matrix intersection results (text)

The graphic and spreadsheet information for the node-matrix intersections is arranged according to the tabular data below.

Perceived Value and Engagement Factor Code Node Intersections				
	External (including positive+ / negative-)			
	P = Project	PL = Peer Learning	S = Self-regulation	T = Teacher
Internal				
A = Attainment Value	AP	A-PL	AS	AT
I = Intrinsic Value	IP	I-PL	IS	IT
D = Difficulty Value	DP	D-PL	DS	DT
E = Extrinsic Value	EP	E-PL	ES	ET

AP node-matrix intersection

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Project, Nodes\\Tree Nodes\\2 Phenomena\\Attainment Value]

<Internals\\1-CGI\\Ai 027_F> - § 3 references coded [10.37% Coverage]

Reference 1 - 4.60% Coverage

¶10: Because, if I didn't researched enough, I couldn't write reports. If I research deeply, I could write a great report.

Reference 2 - 2.36% Coverage

¶13: Because, I think to learn something need to become activity.

Reference 3 - 3.42% Coverage

¶13: Of course, our attitude must change to suite the class. We should become more activity.

<Internals\\1-CGI\\Chiaki 197_N> - § 3 references coded [5.45% Coverage]

Reference 1 - 3.43% Coverage

¶4: I think that this kind of learning experience was entirely new attempt for us.

Reference 2 - 0.04% Coverage

Reference 3 - 1.98% Coverage

¶10: In this class, I have learned shocking thing.

<Internals\\1-CGI\\Hiroko 143_O> - § 4 references coded [24.37% Coverage]

Reference 1 - 7.94% Coverage

¶4: Because, I can choose what I am interested in and work on my own speed. Also, everything is my responsibility and nobody helps me. I am an adult now, I need to be treated as an adult.

Reference 2 - 3.43% Coverage

¶4: I guess I could learn not only about religion also how to work with my partner.

Reference 3 - 10.10% Coverage

¶13: Universities are place to study, not only for playing with place. Now, many classes in NUFS are easy to get their credits. I think this system is wrong. We, students should know why we come to university and what we should do there.

Reference 4 - 2.91% Coverage

¶16: So I noticed that choosing and comparing information is important.

<Internals\1-CGI\Kazuya 010_E> - § 2 references coded [5.13% Coverage]

Reference 1 - 2.69% Coverage

¶4: This kind of learning experience is very important knowledge.

Reference 2 - 2.43% Coverage

¶4: we will not forget the knowledge of learning experience.

<Internals\1-CGI\Miho 181_M> - § 4 references coded [14.87% Coverage]

Reference 1 - 2.51% Coverage

¶4: but this class was very useful to progress my English skills.

Reference 2 - 5.87% Coverage

¶4: but experience by doing class is better I think. Because I could get various feeling, and problem. So I could be strong to solve some problem.

Reference 3 - 4.39% Coverage

¶10: If I had to do everything to create this project, I could not it. I could learn about importance of a peer.

Reference 4 - 2.09% Coverage

¶16: I could learn to have importance of my classmates.

<Internals\1-CGI\Noriko 028_E> - § 1 reference coded [11.63% Coverage]

Reference 1 - 11.63% Coverage

¶13: Classes which I have experienced were easy. Because it was ok to just hear teachers'. These classes is easy, but an ability of thinking something may not develop. I think we sometimes need the class like this to de

<Internals\1-CGI\Takao 021_F> - § 2 references coded [13.38% Coverage]

Reference 1 - 4.36% Coverage

¶4: Last year's class was s little hard. because I had to do homework every week, but that class gave me a good skill and power of thinking

Reference 2 - 9.01% Coverage

¶13: But other CE class is receiving teacher's teaching, but this class we had to do everything. (researching, making sentence, and making own report). So own activities are the most

important for this class. And it may be able to give me a good influences and many activity attitude.

<Internals\\1-CGI\\Tomomi_081_H> - § 3 references coded [16.49% Coverage]
Reference 1 - 4.50% Coverage

¶4: I think that this experiences is good. Because I learned many things. For example English, research, working together, layout, and so on.

Reference 2 - 8.15% Coverage

¶10: But I could get much information in this project. I noticed that important things about researching something. Important things is to read huge amount of books, homepages, newspapers and so on. I have to select information from these my knowledge.

¶11:
Reference 3 - 3.85% Coverage

¶16: I enjoyed about this project. I could do it. We have much power. I want to try to report by oneself like this project.

<Internals\\2-Change\\Ai_027_F> - § 2 references coded [18.14% Coverage]
Reference 1 - 8.83% Coverage

¶6: In this class, I learned how to make an English report, topic sentences, references, punctuation, and so on.

Reference 2 - 9.31% Coverage

¶6: I think that just reading and writing aren't enough. To put English into practice is very important and necessary.

<Internals\\2-Change\\Chiaki_197_N> - § 1 reference coded [7.77% Coverage]
Reference 1 - 7.77% Coverage

¶6: MALL course activities make us voluntarily and we must do duty all. So we can become adults, as we don't have common sense.

<Internals\\2-Change\\Hiroko_143_O> - § 1 reference coded [15.82% Coverage]
Reference 1 - 15.82% Coverage

¶8: And maybe, we will work with many other people after graduation, when the time comes there are some situation that we must cooperate with other people. At that time, these experiences will be useful.

<Internals\\2-Change\\Kazuya_010_E> - § 1 reference coded [9.91% Coverage]
Reference 1 - 9.91% Coverage

¶3: By the way, a lot of techniques I learned in this class were very useful, especially format technique and reference technique.

<Internals\\2-Change\\Masahiro_155_M> - § 2 references coded [27.29% Coverage]
Reference 1 - 10.48% Coverage

¶6: I became to enjoy writing report in English. I think that it is most important to write report in English to improve English ability.

Reference 2 - 16.81% Coverage

¶8: I have learned many words by heart to enter this university, but I forget the words at once. The way wasn't appropriate for me. Now, I learned the words which I used in my report, so this way was appropriate for me.

<Internals\2-Change\Miho_181_M> - § 1 reference coded [7.66% Coverage]
Reference 1 - 7.66% Coverage

¶4: So I have a chance to consider about society. And I could progress my English skills in this class.

<Internals\2-Change\Takao_021_F> - § 1 reference coded [13.80% Coverage]
Reference 1 - 13.80% Coverage

¶3: This class gave me very good influences. Because I could think about many social issues seriously through this class. Moreover, I could correct my prejudice against many social issues.

<Internals\3-Interviews\Ai_Interview> - § 4 references coded [10.05% Coverage]
Reference 1 - 0.54% Coverage

¶121: A: I think high school social environment was a common instance..
¶122: M: Everybody knows the same thing, so there's kind of like a WA, a harmony..
¶123:
Reference 2 - 0.56% Coverage

¶197: M: part of me is in the report you said. What part of you?
¶198: A: My opinion or view of my thinking. How much I love the stage drama, or, hmm..[laughs...]

Reference 3 - 6.86% Coverage

¶216: M: you see it's impossible for me to give a test...you know you came here and you asked me, are we going to have a final..
¶217: A: yes..
¶218: M: and I went...oh, yeah, uh yeah...[both laughing] and you asked, how do I study for it??? How could I answer, right?
¶219: (realization of what is being taught/learned and how testing—such as that which existed in JSLEs—is not suitable to this “experiential” environment)
¶220: A: Right...yeah
¶221: M: so now you understand (why the teacher could only provide broad hints/paradigms about helpful behaviors for them to focus on, instead of specific testable tasks or activities)
¶222: A: Yes, yes
¶223: M: At the beginning of the semester, this year I remember telling all students, “organize your time!”
¶224: A: Yes laughs
¶225: M: make sure you make a...you know I had many, many things...you should do...and everybody, Yeah, yeah, yeah..
¶226: A: laughs..
¶227: M: I know that I can't teach that (awareness of things to do)
¶228: M: you came here and you asked me, is there a final? How do I study for it?
¶229: A: Yes.
¶230: (experience vs taught)

¶231: M: I couldn't explain it to you...you had to experience it...
¶232: A: Yes.
¶233: M: and now you are aware, you know, you..it's almost funny
¶234: A: mmm laughs...
¶235: M: That was a silly question. Michael didn't teach you that...
¶236: A: mmm
¶237: M: the answer...you got it...by living through it. you experienced this class. So there are many of these things...I cannot teach them..I just create the situation and you experience it and you become aware, and you go "yapari"
¶238: A: laughs...
¶239: M: Of course...I know...this has to be centered [title layout rules]
¶240: A: Yes.
¶241: M: So, it's an experience class. And this kind of class is very hard to do..
¶242: A: Yes.
¶243: M: in the teacher's class [traditional] you were very good at doing this class...teacher gives me, I do it, get a grade...
¶244: A: hmm, yeah..
¶245: M: but you're not good at this [authentic]...you are NOW!
¶246: A: yes! laughs

Reference 4 - 2.09% Coverage

¶439: A: So, I don't want to put together in the big (traditional) class, so in the big class talked with friends, or played, or don't homework, or, but so I don't want to gather, with them. So this class (MALL), my freedom by the deadline, I had make a report for very hard and strong, I can have my name shown like this [newsletter] so...
¶440: M: of course you didn't know I was going to do that...
¶441: A: laughs loudly, I was very surprised!
¶442: M: You wanted it to be private...
¶443: A: yeah!
¶444: M: Private for yourself, not for Michael...kind of checking with the teacher
¶445: A: hmmm
¶446:

<Internals\3-Interviews\Noriko_Interview> - § 1 reference coded [1.46% Coverage]
Reference 1 - 1.46% Coverage

¶449: M: do you think..you, received better learning chance than people outside...
¶450: (ALE provided a better learning opportunity)
¶451: N: Uhn. I think we, we get much more..
¶452: M: than, than say this is a PQR...
¶453: N: uhn
¶454: M: tatoeba, this class...they didn't do this...
¶455: N: uhn
¶456: M: do you think that you are higher level?
¶457: N: Of course! I think almost all students think so in this class

IP node intersection results

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Project, Nodes\\Tree Nodes\\2 Phenomena\\Intrinsic Value]

<Internals\\1-CGI\\Ai 027_F> - § 3 references coded [14.54% Coverage]
Reference 1 - 6.13% Coverage

¶4: I think this kind of class is very important and invaluable for us to study English. Because, in this class, English is the just way to learn other things.

Reference 2 - 4.13% Coverage

¶4: So, an experience by doing class is useful for us to use English after graduate and when work at company.

Reference 3 - 4.28% Coverage

¶13: Because, I think to learn something need to become activity. It is necessary for studying to have interest.

<Internals\\1-CGI\\Chiaki 197_N> - § 1 reference coded [6.59% Coverage]
Reference 1 - 6.59% Coverage

¶4: Actually, I like to gather importations and to create sentences. I like to think how to get reader's interests. So I enjoyed this learning experience.

<Internals\\1-CGI\\Hiroko 143_O> - § 1 reference coded [4.81% Coverage]

Reference 1 - 4.81% Coverage

¶4: Also, everything is my responsibility and nobody helps me. I am an adult now, I need to be treated as an adult.

<Internals\\1-CGI\\Miho 181_M> - § 1 reference coded [3.86% Coverage]
Reference 1 - 3.86% Coverage

¶4: Because I could get various feeling, and problem. So I could be strong to solve some problem.

<Internals\\1-CGI\\Tomomi 081_H> - § 1 reference coded [3.85% Coverage]
Reference 1 - 3.85% Coverage

¶16: I enjoyed about this project. I could do it. We have much power. I want to try to report by oneself like this project.

<Internals\\2-Change\\Masahiro_155_M> - § 1 reference coded [17.36% Coverage]
Reference 1 - 17.36% Coverage

¶6: When I took this Joho-Eigo MALL course activities, the view of English started changing. I became to enjoy writing report in English. I think that it is most important to write report in English to improve English ability.

<Internals\\2-Change\\Miho_181_M> - § 1 reference coded [7.66% Coverage]
Reference 1 - 7.66% Coverage

¶14: So I have a chance to consider about society. And I could progress my English skills in this class.

<Internals\\3-Interviews\\Ai_Interview> - § 2 references coded [1.25% Coverage]
Reference 1 - 0.70% Coverage

¶15: there are no tests in the MALL class, so I don't have to care about the tests. So something that's interesting to me I research or I research on internet or books, I can show my mind.

¶16:
Reference 2 - 0.56% Coverage

¶197: M: part of me is in the report you said. What part of you?

¶198: A: My opinion or view of my thinking. How much I love the stage drama, or, hmm..[laughs...]

<Internals\\3-Interviews\\Kazuya_Interview> - § 3 references coded [8.02% Coverage]
Reference 1 - 1.32% Coverage

¶17: K: So, increasing motivation is concentrated in this class, so classroom atmosphere is very good for me. So classroom atmosphere is good so, my peers, my friends have same thinking with me

Reference 2 - 2.27% Coverage

¶77: k: Maybe if I am taught this, this knowledge is taught by teacher...

¶78: m: uh, right, like a lecture class

¶79: K: yes. I don't feel good, enjoyable because I don't research information by myself.

¶80: m: okay, but research is hard, right?

¶81: k: Yes, researching by myself is very important for increasing the topic knowledge, enjoyment.

Reference 3 - 4.43% Coverage

¶91: (comparing the difficult ALE with easy Trad—yet more effort is given to the ALE than the trad)

¶92: k: oh, yes

¶93: m: But this class (trans) is actually easy so you don't have to make effort but at the end you're not so happy...

¶94: k: In other class, I make effort only for homework..(laughs)

¶95: m: okay

¶96: k: but it's a different kind of effort, maybe...

¶97: m: But you prefer this kind? (pointing to ALE)

¶98:k: This style (ALE) match with me.
¶99:m: It matches with you?
¶100:k: Yes
¶101:m: Even it's harder?
¶102:k: Yes. Hard, hard style is challenging so researching, thinking, peers interaction is very enjoyable..
¶103: (harder, more challenging, more enjoyable)

<Internals\\3-Interviews\\Noriko_Interview> - § 2 references coded [6.28% Coverage]
Reference 1 - 4.82% Coverage

¶217: (What does useful mean...when doing this kind of ALE processing?)
¶218: Having the chance to make or think about your own opinion and to do that you have to know the information deeply)
¶219:M: and this is, this is useful for you...what do you mean useful?
¶220:N: well, I can know about this topic deeply and I can make my opinion..
¶221:M: Okay...when somebody talks about this topic in the future you can say, I have an opinion?
¶222:N: Uhn.
¶223:M: and I know my opinion because I researched it...
¶224:N: yeah...
¶225:M: so...
¶226:N: I can get a lot of information from TV, toka, newspaper, I can know about new news. Just, but I just know about it
¶227:M: right...it happened..
¶228:N: I didn't have my opinion... but in this class (MALL), of course we know about this deeply, and I have to make my opinion, deeply, so making my opinion is, I, I don't have a chance, chance, opportunity to make my opinion in school and in my life.
¶229:M: Oh really?
¶230:N: uhn
¶231:M: So, in this class, you had your chance to make your opinion, understand deeply. Was that a good feeling? for you?
¶232: (doing that is difficult but rewarding)
¶233:N: yeah...But, but it is difficult
¶234:M: I understand. but it was difficult but you continued doing it...because it was, you got something...satisfaction
¶235:N: Yeah

Reference 2 - 1.46% Coverage

¶449:M: do you think..you, received better learning chance than people outside...
¶450: (ALE provided a better learning opportunity)

¶451:N: Uhn. I think we, we get much more..
 ¶452:M: than, than say this is a PQR...
 ¶453:N: uhn
 ¶454:M: tatoeba, this class...they didn't do this...
 ¶455:N: uhn
 ¶456:M: do you think that you are higher level?
 ¶457:N: Of course! I think almost all students think so in this class

DP node intersection results

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Project, Nodes\\Tree Nodes\\2 Phenomena\\Difficulty Value]

<Internals\\1-CGI\\Kazuya 010_E> - § 2 references coded [10.08% Coverage]
 Reference 1 - 6.61% Coverage

¶4: My partner and I had to research a lot of information and decide the process of this activity. This is very heavy for us, because much times are needed.

Reference 2 - 3.48% Coverage

¶4: But we had forwardness. we will not forget the knowledge of learning experience.

<Internals\\1-CGI\\Miho 181_M> - § 3 references coded [16.51% Coverage]
 Reference 1 - 6.37% Coverage

¶4: This class was not easy for me, but this class was very useful to progress my English skills. I think that it is important for me to struggle with English.

Reference 2 - 3.90% Coverage

¶4: Because I could get various feeling, and problem. So I could be strong to solve some problem.

Reference 3 - 6.24% Coverage

¶10: I think most important things that it is working together. Because this project was not easy for me. It was hard for me to complete this project myself.

<Internals\\1-CGI\\Tomomi 081_H> - § 4 references coded [12.45% Coverage]
 Reference 1 - 3.00% Coverage

¶4: I can struggle with languages, the ideas, and tasks. That experiences is very useful for me.

Reference 2 - 3.29% Coverage

¶10: Especially I think that the most value is research. I think research is very difficult things for me.

Reference 3 - 2.31% Coverage

¶10: But I have to judge there information by oneself. It is very difficult.

Reference 4 - 3.85% Coverage

¶16: I enjoyed about this project. I could do it. We have much power. I want to try to report by oneself like this project.

<Internals\\3-Interviews\\Ai_Interview> - § 1 reference coded [1.30% Coverage] Reference 1 - 1.30% Coverage

¶351: M: It's hard because I think this [auth] takes more work than [paper reference] this [trad]

¶352: A: yes

¶353: M: this is more responsibility...Mall class (MALL responsibility freshmen ability to handle too difficult)

¶354: A: Yes.

¶355: M: responsibility is pretty strong on students...

¶356: A: yes

¶357: M: so maybe an adjustment time...

¶358: A: yes...this is very hard to take adapt to...

<Internals\\3-Interviews\\Kazuya_Interview> - § 2 references coded [6.70% Coverage]

Reference 1 - 2.27% Coverage

¶77:k: Maybe if I am taught this, this knowledge is taught by teacher...

¶78:m: uh, right, like a lecture class

¶79:K: yes. I don't feel good, enjoyable because I don't research information by myself.

¶80:m: okay, but research is hard, right?

¶81:k: Yes, researching by myself is very important for increasing the topic knowledge, enjoyment.

Reference 2 - 4.43% Coverage

¶91: (comparing the difficult ALE with easy Trad—yet more effort is given to the ALE than the trad)

¶92:k: oh, yes

¶93:m: But this class (trans) is actually easy so you don't have to make effort but at the end you're not so happy...

¶94:k: In other class, I make effort only for homework..(laughs)

¶95:m: okay

¶96:k: but it's a different kind of effort, maybe...

¶97:m: But you prefer this kind? (pointing to ALE)

¶98:k: This style (ALE) match with me.

¶99:m: It matches with you?

¶100:k: Yes

¶101:m: Even it's harder?

¶102:k: Yes. Hard, hard style is challenging so researching, thinking, peers interaction is very enjoyable..

¶103: (harder, more challenging, more enjoyable)

<Internals\\3-Interviews\\Noriko_Interview> - § 2 references coded [4.46% Coverage]

Reference 1 - 1.75% Coverage

¶375:N: No...almost all of my friends also think...this class (trans), for example, our homework is making a sheet, summary, any new words and vocabulary and my opinion.

¶376:M: about the topic?

¶377:N: Uhn...and questions and we share about it in class and every week I did same thing..

¶378:M: over and over again

¶379:N: In three classes

¶380:M: so you're not so satisfied with that?

¶381:N: We are not English speaker, and we talk in English, and sometimes we use Japanese...

Reference 2 - 2.71% Coverage

¶398:: Okay, I understand what you mean now. I think many people have this same feeling. But there are some students who like this...(trans)

¶399:N: Uhn

¶400:M: Because it's [trad] easy..

¶401: (why some students like Trans...because they can "do it" anywhere...they are highly skilled at doing these kinds of exercises, they are not deeply challenging for them..also no need for tech apparatus)

¶402:N: Uhm. Easy. But, eto, I can do it another, other, other places outside of school.

¶403:M: right..but this one (mall) you needed to do it in class...

¶404:N: Hmm.

¶405:M: Do you have a computer at home? No, you don't, you told me...

¶406:N: No, I, don't

¶407:M: If you had a computer at home, would you do this at home

¶408:N: Yes. Definitely.

<Internals\\4-MALL Student Journals\\Ai 10-14> - § 1 reference coded [26.41% Coverage]

Reference 1 - 26.41% Coverage

¶11: I like this class because in this class I can use English for simply skills. We can learn English while we make a report. However, we don't get used to doing that, we feel that is very difficult and hard.

EP node intersection results

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Project, Nodes\\Tree Nodes\\2 Phenomena\\Extrinsic Value]

<Internals\\1-CGI\\Ai 027_F> - § 4 references coded [25.78% Coverage]
Reference 1 - 6.09% Coverage

¶4: I think this kind of class is very important and invaluable for us to study English. Because, in this class, English is the just way to learn other things.

Reference 2 - 4.13% Coverage

¶4: So, an experience by doing class is useful for us to use English after graduate and when work at company.

Reference 3 - 7.47% Coverage

¶10: I think the parts of research and working together are valuable for me. Because, if I didn't researched enough, I couldn't write reports. If I research deeply, I could write a great report.

Reference 4 - 8.09% Coverage

¶13: I think our school should change the style of class. I think they should increase the doing class. Because, I think to learn something need to become activity. It is necessary for studying to have interest.

<Internals\\1-CGI\\Hiroko 143_O> - § 3 references coded [18.56% Coverage]
Reference 1 - 3.43% Coverage

¶4: I guess I could learn not only about religion also how to work with my partner.

Reference 2 - 5.03% Coverage

¶10: And the reason I valued researching is I know I need to have a skill to choose the best information and gather them.

Reference 3 - 10.10% Coverage

¶13: Universities are place to study, not only for playing with place. Now, many classes in NUFS are easy to get their credits. I think this system is wrong. We, students should know why we come to university and what we should do there.

<Internals\\1-CGI\\Miho 181_M> - § 2 references coded [13.06% Coverage]
Reference 1 - 3.86% Coverage

¶4: This class was not easy for me, but this class was very useful to progress my English skills.

Reference 2 - 9.20% Coverage

¶16: This project was very useful for me to learn about many ways. For example, English skills were very important and also working together was the most important things for me. I could learn to have importance of my classmates.

<Internals\\1-CGI\\Tomomi_081_H> - § 2 references coded [13.40% Coverage]

Reference 1 - 9.52% Coverage

¶4: I think that this experiences is good. Because I learned many things. For example English, research, working together, layout, and so on. I can struggle with languages, the ideas, and tasks. That experiences is very useful for me. And that experiences is useful not only now but also future.

Reference 2 - 3.88% Coverage

¶10: I think this project was very useful project. Because I learned English, research, working together, layout, and so on.

<Internals\\2-Change\\Chiaki_197_N> - § 1 reference coded [11.43% Coverage]

Reference 1 - 11.43% Coverage

¶6: So I love both teaching from teacher and the way we investigate these things and make a report. This is great I think. After finish this MALL class, my brain makes growing up...maybe.

<Internals\\2-Change\\Hiroko_143_O> - § 1 reference coded [19.87% Coverage]

Reference 1 - 19.87% Coverage

¶8: And maybe, we will work with many other people after graduation, when the time comes there are some situation that we must cooperate with other people. At that time, these experiences will be useful. So, I think this class was very meaningful for me.

<Internals\\2-Change\\Kazuya_010_E> - § 1 reference coded [22.56% Coverage]

Reference 1 - 22.56% Coverage

¶3: By the way, a lot of techniques I learned in this class were very useful, especially format technique and reference technique. I can't study these two techniques in other class, because other class don't teach these techniques, nevertheless, these techniques is used in other class report.

<Internals\\2-Change\\Miho_181_M> - § 2 references coded [12.07% Coverage]

Reference 1 - 8.51% Coverage

¶4: I think that this class is very useful. Because this class gives me a lot of chance to learn about some issue.

Reference 2 - 3.56% Coverage

¶4: So I have a chance to consider about society.

<Internals\\2-Change\\Takao_021_F> - § 1 reference coded [5.89% Coverage]
Reference 1 - 5.89% Coverage

¶3: If I had more time to talk about some social issues, I could talk more deeply.

<Internals\\3-Interviews\\Ai_Interview> - § 3 references coded [9.56% Coverage]
Reference 1 - 6.78% Coverage

¶104: M: Communication skills, yes, they are about a topic, about getting this done...

¶105: A: Yes.

¶106: M: But it's still social skill. So you are leveling up your social skills?

¶107: A: mm

¶108: M: In high school, you had social skills, too, and it was enjoyable? Social, social interaction?

¶109: A: Yes!

¶110: M: you said friends and circle, those are social, those are high school social skills..?

¶111: A: Yes.

¶112: M: But these are university.

¶113: A: social skills

¶114: M: Social skills...will be useful for you??? In the future?? You learned some social skills?? How to communicate about this problem [project]

¶115: A: Yes.

¶116: M: How to share this information...

¶117: A: Yes.

¶118: M: the best way to do that...

¶119: A: Yes.

¶120: M: okay...

¶121: A: I think high school social environment was a common instance..

¶122: M: Everybody knows the same thing, so there's kind of like a WA, a harmony..

¶123: A: Yes. But here (MALL)it is, I think, connect to my future job, practical?

¶124: M: For your life and job?

¶125: A: Job and my 3rd year and 4th years classes, activities..

¶126: M: because you will have new partners and new teachers and new topics.

¶127: A: Yes.

¶128:

¶129: M: okay...so really what happened was what happened first semester helped you second semester and now all of this year...experiences will help you

¶130: A: next year...

¶131: M: and next two years...

¶132: A: Yes.

¶133: M: And you just keep building (skills)

¶134: A: yeah, yeah..

¶135: M: kind of like this...[graph]...maybe not keep going up...

¶136: A: yeah

¶137: M: but becoming deeper understanding..

¶138: A: Yes.

¶139: M: more comfortable with your skill..

¶140: A: Yes.
¶141: M: You will have lots of these little challenges...
¶142: A: Yes.
¶143: M: like self, self-challenges...
¶144: A: Yes.
¶145: M: and you will test yourself..?
¶146: A: Yes.
¶147: M: okay...so are you doing this because it will make you stronger in the future?
¶148: A: Yes.
¶149:
¶150: M: What are some other reasons why you are doing this? You said enjoyable.
It's enjoyable to get deeper?
¶151:
Reference 2 - 0.69% Coverage

¶303: M: But what are some other things that were valuable...?
¶304: A: Well...experience. Because, experience is, I believe these experiences helps
my future and my daily life, some day, so I, my.
¶305:
Reference 3 - 2.09% Coverage

¶439: A: So, I don't want to put together in the big (traditional) class, so in the big
class talked with friends, or played, or don't homework, or, but so I don't want to
gather, with them. So this class (MALL), my freedom by the deadline, I had make a
report for very hard and strong, I can have my name shown like this [newsletter] so...
¶440: M: of course you didn't know I was going to do that...
¶441: A: laughs loudly, I was very surprised!
¶442: M: You wanted it to be private...
¶443: A: yeah!
¶444: M: Private for yourself, not for Michael...kind of checking with the teacher
¶445: A: hmmm

<Internals\\3-Interviews\\Noriko_Interview> - § 1 reference coded [1.80% Coverage]
Reference 1 - 1.80% Coverage

¶194: M: I know...so, many things connected, choosing your own
topic, having a long time is useful for you?
¶195: N: Hmmm
¶196: M: You prefer that?
¶197: N: Useful, hmmm...
¶198: M: It's useful means you can learn deeply?
¶199: N: Yeah...
¶200: N: And...we, I did same style, eto, we, I make summary,
and questions and opinions...I didn't use my knowledge,
¶201: (finds it easy to just summarize someone else's topic
information...but when she has to do her own topic information
she gets more out of it)

<Internals\\3-Interviews\\Takao_Interview> - § 1 reference coded [2.74% Coverage]
Reference 1 - 2.74% Coverage

¶492: T. (laughs) yeah...so I...high school days, I become easy-going...

¶493: M. But didn't you worry about tests? In high school did you have a worry about tests?

¶494: T. Yes...

¶495: M. so did the test motivate you?

¶496: T. Oh yes...

¶497: M. okay..

¶498: T. my HS according to test, my grade is decided.

¶499: M. Okay, I understand...

¶500: T. To go to the university is very important...so..

¶501: M. To have high grades?

¶502: T. Yes...so in my high school I studied to get good grade...

¶503: M. I understand...and that was the motivator...

¶504: T. Yes.

¶505: M. Okay, now...let's move over a little bit...now we're in NUFS...in the teacher-styled class...(referring to graphic)

¶506: T. yes.

¶507: M. What is the motivation here?

¶508: T. Hmmmm...in university, if I don't do homework...I fail...

¶509: M. Okay..

¶510: T. But in high school, teacher help me...

¶511: M. each time? (all the time)

¶512: T. yeah...so...we feel we must not fail...(obligation to teacher)

¶513: (reason for not worrying about failing grade in HS...there is a difference between high/low grade and failing grade. In Uni you can get a failing grade, but in HS you can't)

<Internals\\4-MALL Student Journals\\Ai 10-14> - § 1 reference coded [26.41% Coverage]

Reference 1 - 26.41% Coverage

¶11: I like this class because in this class I can use English for simply skills. We can learn English while we make a report. However, we don't get used to doing that, we feel that is very difficult and hard.

A-PL node intersection results

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Peer Learning, Nodes\\Tree Nodes\\2 Phenomena\\Attainment Value]

<Internals\\1-CGI\\Ai 027_F> - § 2 references coded [5.19% Coverage]

Reference 1 - 4.44% Coverage

¶7: If I were done this project by myself, I couldn't finished them. I wrote it with my partner, I could finish them.

Reference 2 - 0.75% Coverage

¶7: improve our skills

<Internals\\1-CGI\\Chiaki 197_N> - § 2 references coded [7.82% Coverage]

Reference 1 - 4.48% Coverage

¶4: But in this time, I could learn how to cooperate with my friend and how to pull information together.

Reference 2 - 3.34% Coverage

¶16: And I could learn importance of cooperation. Then I could learn way of study

<Internals\\1-CGI\\Hiroko 143_O> - § 3 references coded [18.34% Coverage]

Reference 1 - 7.50% Coverage

¶4: And working with my partner will be really important when I get a job and have some meetings. I guess I could learn not only about religion also how to work with my partner.

Reference 2 - 2.95% Coverage

¶7: But I could not feel happy and thought it had better work on myself.

Reference 3 - 7.89% Coverage

¶16: I have learned working with my partner is difficult. Each person has different thinking and sometimes it causes conflict situation. But when we overcome this, a good project is made.

<Internals\\1-CGI\\Kazuya 010_E> - § 1 reference coded [2.43% Coverage]

Reference 1 - 2.43% Coverage

¶4: we will not forget the knowledge of learning experience.

<Internals\\1-CGI\\Miho 181_M> - § 3 references coded [10.06% Coverage]

Reference 1 - 3.74% Coverage

¶7: And If my partner confused something, I could help my partner. So we could help each other.

Reference 2 - 4.39% Coverage

¶10: If I had to do everything to create this project, I could not it. I could learn about importance of a peer.

Reference 3 - 1.93% Coverage

¶13: I think school life is better than before time.

<Internals\\1-CGI\\Noriko_028_E> - § 1 reference coded [0.16% Coverage]
Reference 1 - 0.16% Coverage

¶10: ore

<Internals\\1-CGI\\Takao_021_F> - § 1 reference coded [4.62% Coverage]
Reference 1 - 4.62% Coverage

¶7: He taught me a lot of computers' skills, so he gave me a good influences. If I didn't have his help, I might not be able to finish our report.

<Internals\\1-CGI\\Tomomi_081_H> - § 1 reference coded [11.47% Coverage]
Reference 1 - 11.47% Coverage

¶4: I think it was very difficult but it became good experiences for me. I hadn't written like this long report. It was very difficult. And now I want to study English or languages, research, working together, layout, and so on. And this project was with my partner. If I have not partner, I may not finish this project. I felt partner is very important.

<Internals\\2-Change\\Ai_027_F> - § 1 reference coded [20.97% Coverage]
Reference 1 - 20.97% Coverage

¶8: Partner practicing was also very important for me. Because I exchanged my partner's opinion and share our skills with each other. Those things improved the quality of our reports. When I realized the limitations of my skills, my partner gave me a new opinion.

<Internals\\2-Change\\Hiroko_143_O> - § 2 references coded [25.04% Coverage]
Reference 1 - 9.22% Coverage

¶4: We must cooperate with our own partner and we also must talk, because if we didn't talk the report would not be good

Reference 2 - 15.82% Coverage

¶8: And maybe, we will work with many other people after graduation, when the time comes there are some situation that we must cooperate with other people. At that time, these experiences will be useful.

<Internals\\2-Change\\Miho_181_M> - § 2 references coded [17.49% Coverage]
Reference 1 - 3.64% Coverage

¶4: The issue is difficult or close to us and so on

Reference 2 - 13.85% Coverage

¶4: My partner and I could have good cooperation. When we finished out project we could feel a lot of pleasure for each other. I think this feeling is very important to do something.

<Internals\\2-Change\\Noriko_028_E> - § 3 references coded [18.35% Coverage]
Reference 1 - 5.83% Coverage

¶6: Therefore I could compare my opinions with others. So I could understand it more

Reference 2 - 5.61% Coverage

¶8: I had to do some reports with my partner. These were very difficult for me.

Reference 3 - 6.92% Coverage

¶8: After we made it, we confirmed each other. We could help each other. I think it's a good thing.

<Internals\\3-Interviews\\Ai_Interview> - § 2 references coded [3.79% Coverage]

Reference 1 - 3.55% Coverage

¶75: M: Okay, now how about the personal skills? With a partner, you worked with a partner. So personal skills, how did they change?

¶76: A: I forgot about, for example, how to make a quotation, but my partner did know how to...they helped me.

¶77: M: kind of like a dictionary?

¶78: A: yes

¶79: M: I can check it.

¶80: A: But almost I remembered, relied just a small amount

¶81: M: So you remembered for yourself? It was a repeating for yourself, so before you could repeat (help?) with a partner you repeat with yourself and it (skill) becomes stronger?

¶82: (same as Takao)

¶83: A: Yes.

¶84: M: So you tested yourself. "Oh I remembered that...yatta! It's mine..

¶85: A: mmm [laughs at the understanding and recognition of what happened in her head/learning]

¶86: (Scaffolded structure)

¶87: M: That's kind of how I arranged the class. A long time to learn how to work with another person again and again. And now you had to do it on your own, without the help of your partner. And so you did it.

¶88:

Reference 2 - 0.24% Coverage

¶103: So, if we need to study the communication with someone is good...

<Internals\\3-Interviews\\Kazuya_Interview> - § 2 references coded [2.30% Coverage]

Reference 1 - 1.78% Coverage

¶48:k: I think partner's activity was very important for me so this term and this term...(drawing a line of improvement from semester to semester)

¶49:m: right, were both partners..

¶50:k: The time I got skills with the partner, so the line is more gradual?

¶51:k: yes

Reference 2 - 0.52% Coverage

¶170: giving information, making section two, section three, little by little..

<Internals\\3-Interviews\\Takao_Interview> - § 1 reference coded [1.89% Coverage] Reference 1 - 1.89% Coverage

¶596: T. I want to read other students' reports...

¶597: M. I'm going to put them on the internet...

¶598: T. Really?

¶599: M. All of them...maybe not all of them....some of them are not good...

¶600: T. Oh...

¶601: M. Some people didn't try to challenge...

¶602: t. (laughs) oh yeah...

¶603: M. So much...but maybe almost all of them...maybe 95%...so every year I put them on the internet...so I have your 1st year reports...

¶604: (he is interested in reading his peers' reports)

¶605: T. I'm interested in my friends' reports...

¶606: M. they are very good...

¶607: T. yeah, of course I'm interested in my friends' topic..

¶608: M. uh-huh...

¶609: T. My friends topic...but style...

¶610: M. do you mean format?

¶611: T. yeah...and word choice...

¶612: M. so you want to compare?

¶613: T. uh...(smiles)...a little bit...

¶614:

D-PL node matrix intersection results

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Peer Learning, Nodes\\Tree Nodes\\2 Phenomena\\Difficulty Value]

<Internals\\1-CGI\\Ai 027_F> - § 1 reference coded [4.44% Coverage] Reference 1 - 4.44% Coverage

¶7: If I were done this project by myself, I couldn't finished them. I wrote it with my partner, I could finish them.

<Internals\\1-CGI\\Hiroko 143_O> - § 1 reference coded [7.89% Coverage] Reference 1 - 7.89% Coverage

¶16: I have learned working with my partner is difficult. Each person has different thinking and sometimes it causes conflict situation. But when we overcome this, a good project is made.

<Internals\\1-CGI\\Kazuya 010_E> - § 2 references coded [10.08% Coverage]
Reference 1 - 6.61% Coverage

¶4: My partner and I had to research a lot of information and decide the process of this activity. This is very heavy for us, because much times are needed.

Reference 2 - 3.48% Coverage

¶4: But we had forwardness. we will not forget the knowledge of learning experience.

<Internals\\1-CGI\\Miho 181_M> - § 4 references coded [19.38% Coverage]
Reference 1 - 4.80% Coverage

¶7: So if I had some trouble, my partner often helped me. And If my partner confused something, I could help my partner.

Reference 2 - 6.24% Coverage

¶10: I think most important things that it is working together. Because this project was not easy for me. It was hard for me to complete this project myself.

Reference 3 - 3.61% Coverage

¶10: So if my partner and I could not have a good communication, this project didn't go well.

Reference 4 - 4.72% Coverage

¶13: I and my partner often stayed at the school to create this project. I think school life is better than before time.

<Internals\\1-CGI\\Takao 021_F> - § 1 reference coded [2.23% Coverage]
Reference 1 - 2.23% Coverage

¶7: If I didn't have his help, I might not be able to finish our report.

<Internals\\1-CGI\\Tomomi 081_H> - § 2 references coded [10.14% Coverage]
Reference 1 - 7.30% Coverage

¶4: In this class we had to catch much information that we want by oneself or with our partner. I think it was very difficult but it became good experiences for me. I hadn't written like this long report. It was very difficult.

Reference 2 - 2.84% Coverage

¶4: If I have not partner, I may not finish this project. I felt partner is very important.

<Internals\\2-Change\\Ai_027_F> - § 1 reference coded [19.19% Coverage]
Reference 1 - 19.19% Coverage

¶8: Because I exchanged my partner's opinion and share our skills with each other. Those things improved the quality of our reports. When I realized the limitations of my skills, my partner gave me a new opinion. So I followed out my report.

<Internals\\2-Change\\Noriko_028_E> - § 1 reference coded [5.61% Coverage]
Reference 1 - 5.61% Coverage

¶8: I had to do some reports with my partner. These were very difficult for me.

<Internals\\3-Interviews\\Kazuya_Interview> - § 1 reference coded [1.55% Coverage]
Reference 1 - 1.55% Coverage

¶144:m: What was the best thing about partners for you>

¶145:k: Best thing is, separate from time...for example, this project, project is very difficult. If I work this project by myself, I take much time to, to finish this project

<Internals\\3-Interviews\\Noriko_Interview> - § 3 references coded [14.32% Coverage]
Reference 1 - 3.26% Coverage

¶3: (Partner work)

¶4:M: Before our class you had some ideas about working with other people. You had opinions and you liked it or you didn't like it. And after, in my class you had to work with partners. How did you feel about that?

¶5:N: Before...I think working with others is more easy...

¶6:M: Oh really, for example...

¶7:N: For example, we have, have to do three pages and we can share with others. If I have to do by myself I have to do three pages.

¶8:M: Right

¶9:N: But after taking your class. Working with others is more difficult.

¶10:M: So you thought it was going to be easier because oh, three pages, I can have another person, we can do it easier..

¶11:N: Yeah.

¶12:M: But it was more difficult?

¶13:N: Yeah.

¶14:M: How? why?

¶15:N: Because... after my partner finished her work I have to read my partner's opinion. It's more troublesome.

¶16:M: Extra work?

Reference 2 - 10.14% Coverage

¶18:M: Before, you thought two people, three pages this is going to be easier. But it's more difficult because you have to read your partner's paper..

¶19:N: Yeah. In my case, we, for example six topics (drawing)

¶20:M: Right...six sections

¶21:N: Uh, six sections. I did three sections and my partner did three sections and near deadline date (laughs)
we...(gestures)

¶22:M: Put them together...

¶23:N: Uh-huh..(laughing)
¶24:M: And they didn't match! (both laugh)
¶25:N: And if my partner have different opinion, but it is my report.
¶26:M: Oh, I see. So you had to negotiate? kosho suru. I'll do these three, you do those three. You negotiated.
¶27:N: Yes. negotiated
¶28:M: and then you put these together...and some of these opinions were mismatched?
¶29:N: Yes.
¶30: (Negotiating with a partner, also expeditious cooperation skills to get the task done, not thinking about the organic meaning of their opinions and content)
¶31:M: So you had to negotiate that. What do you think about that? Was that comfortable or uncomfortable?
¶32:N: First I think comfortable, but it is our fault because (laughs) we didn't do (laughs), nanka,
¶33:M: You didn't follow the activity
¶34:N: Laughs
¶35:M: Okay...that's, don't worry about it. But why did you, why did you decide this is kind of betsu-betsu?
¶36:N: Ey! (surprised...laughs) This is the best way!
¶37:M: Okay, I understand that, but why do you think it's the best way...what do you mean by best?
¶38:N: I, just three section
¶39:M: So it's faster?
¶40:N: Faster and easier, but it's not right
¶41:M: I think a lot of people did this..
¶42:N: Uhn
¶43:M: And I think a lot of people had the same trouble you had at the end..
¶44:N: Uhn (laughs)
¶45:M: Oh no!
¶46:N: (laughs) But then we don't have time so much to change it
¶47:M: And so if you did this again would you do it the same way?
¶48:N: ah...this is okay..
¶49:M: Uh-huh
¶50:N: But we have to, we should exchange our opinions..
¶51:M: ongoing, yeah, and you know that...
¶52: (difficulty of exchanging opinions, peer learning)
¶53:N: It's hard...
¶54:M: It is...because exchanging opinions takes time, too, right?
¶55:N: Yes. If my partner and I do this section together...susumanai da to (can't proceed, go forward)it's more difficult.
¶56:M: difficult meaning, it takes more time?
¶57:N: Yeah, takes more time and...takes more time

¶58: M: Okay, I understand. I know it takes more time, but, do you think the writing would be better?

¶59: N: Yes. Better

¶60: (sharing opinions and negotiating makes for better quality work)

¶61: M: Okay...so you guys just decided to do the shortcut because of time, and you didn't want to spend time back and forth, but you just, you found at the end it was probably better to do it together.

Reference 3 - 0.91% Coverage

¶269: my pace?

¶270: In class Michael just said here's the due date, go do it! Was that difficult?

¶271: N: Yeah...(smiling). I can't do near deadline, so if I can do first time (working together on each section instead of splitting), we can share...

AS node intersection results

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Self-regulation, Nodes\\Tree Nodes\\2 Phenomena\\Attainment Value]

<Internals\\1-CGI\\Ai 027_F> - § 5 references coded [21.96% Coverage]
Reference 1 - 2.83% Coverage

¶7: I think doing with partner is to share the skills and ideas each other.

Reference 2 - 4.60% Coverage

¶10: Because, if I didn't researched enough, I couldn't write reports. If I research deeply, I could write a great report.

Reference 3 - 2.36% Coverage

¶13: Because, I think to learn something need to become activity.

Reference 4 - 3.42% Coverage

¶13: Of course, our attitude must change to suite the class. We should become more activity.

Reference 5 - 8.76% Coverage

¶16: I learned that if I would want to do something, I have to have a strong plan. To make the limit by myself is important. And to cooperate with my partner is necessary. I learned these things are very important for me.

<Internals\\1-CGI\\Chiaki 197_N> - § 8 references coded [23.87% Coverage]

Reference 1 - 3.43% Coverage

¶4: I think that this kind of learning experience was entirely new attempt for us.

Reference 2 - 4.48% Coverage

¶4: But in this time, I could learn how to cooperate with my friend and how to pull information together.

Reference 3 - 3.21% Coverage

¶7: And I think that I could help her side research information's. I hope so.

Reference 4 - 4.31% Coverage

¶7: She always became supporter for me. So I thank with her. Then I felt my partner and me are similar

Reference 5 - 0.66% Coverage

¶10: In this class,

Reference 6 - 1.93% Coverage

¶13: I could learn about how to learn by myself.

Reference 7 - 2.51% Coverage

¶16: And I could learn about how to cooperate with my partner.

Reference 8 - 3.34% Coverage

¶16: And I could learn importance of cooperation. Then I could learn way of study

<Internals\\1-CGI\\Hiroko 143_O> - § 5 references coded [37.60% Coverage]

Reference 1 - 17.13% Coverage

¶4: Because, I can choose what I am interested in and work on my own speed. Also, everything is my responsibility and nobody helps me. I am an adult now, I need to be treated as an adult. So this experience made me satisfied. And working with my partner will be really important when I get a job and have some meetings. I guess I could learn not only about religion also how to work with my partner.

Reference 2 - 2.95% Coverage

¶7: But I could not feel happy and thought it had better work on myself.

Reference 3 - 3.47% Coverage

¶13: We, students should know why we come to university and what we should do there.

Reference 4 - 11.14% Coverage

¶16: I have learned working with my partner is difficult. Each person has different thinking and sometimes it causes conflict situation. But when we overcome this, a good project is made. And I learned there so many information about just one topic in the world.

Reference 5 - 2.91% Coverage

¶16: So I noticed that choosing and comparing information is important.

<Internals\\1-CGI\\Kazuya 010_E> - § 3 references coded [18.30% Coverage]
Reference 1 - 9.30% Coverage

¶4: we will not forget the knowledge of learning experience. In other class, we were defensive. So this kind of learning experience is treasure that people overcoming difficulty and achieving this activity can get.

Reference 2 - 5.52% Coverage

¶7: So we had to learn the skills of learning from experience. Because of this heavy activity, My partner increased his experience.

Reference 3 - 3.48% Coverage

¶7: He changed his experience as working this project. I think this is wonderful.

<Internals\\1-CGI\\Miho 181_M> - § 4 references coded [20.62% Coverage]

Reference 1 - 7.43% Coverage

¶7: And If my partner confused something, I could help my partner. So we could help each other. I made so happy, and get a good feeling. Now I want to say "Thank you." for my partner.

Reference 2 - 1.97% Coverage

¶13: I think school life is better than before time.

Reference 3 - 6.41% Coverage

¶13: I enjoyed to learn about some information. I think that learning is significant. Because to learn about new things I could get new finding and discovery.

Reference 4 - 4.80% Coverage

¶16: I became to grow thanks for my partner, my teacher and around people. I want to continue learning English very hard.

<Internals\\1-CGI\\Noriko 028_E> - § 3 references coded [11.96% Coverage]
Reference 1 - 8.86% Coverage

¶4: we had to make plans to do it together even there was much time until a presentation of this project. These were difficult for us. But when it was finished

Reference 3 - 2.83% Coverage

¶13: I think we sometimes need the class like this to de

<Internals\\1-CGI\\Takao 021_F> - § 2 references coded [13.02% Coverage]

Reference 1 - 9.01% Coverage

¶13: But other CE class is receiving teacher's teaching, but this class we had to do everything. (researching, making sentence, and making own report). So own activities are the most important for this class. And it may be able to give me a good influences and many activity attitude.

Reference 2 - 4.01% Coverage

¶16: I had a wrong stereotype. So I could change my stereotype. This class gave me a good chance to understand right information.

<Internals\\1-CGI\\Tomomi 081_H> - § 5 references coded [29.82% Coverage]

Reference 1 - 7.27% Coverage

¶4: I think it was very difficult but it became good experiences for me. I hadn't written like this long report. It was very difficult. And now I want to study English or languages, research, working together, layout, and so on

Reference 2 - 1.34% Coverage

¶7: We suggested each ideas. It is very fun.

Reference 3 - 8.15% Coverage

¶10: But I could get much information in this project. I noticed that important things about researching something. Important things is to read huge amount of books, homepages, newspapers and so on. I have to select information from these my knowledge.

Reference 4 - 5.35% Coverage

¶13: And I stayed in university last two weeks at evening. It is very good experiences for me. I enjoyed this project. I didn't know that the university is very useful.

Reference 5 - 7.72% Coverage

¶16: But I could finish to this project's report. Now I am interested in religion, especially the Christianity in Japan. I enjoyed about this project. I could do it. We have much power. I want to try to report by oneself like this project.

<Internals\\2-Change\\Ai_027_F> - § 1 reference coded [14.49% Coverage]
Reference 1 - 14.49% Coverage

¶8: Partner practicing was also very important for me. Because I exchanged my partner's opinion and share our skills with each other. Those things improved the quality of our reports.

<Internals\\2-Change\\Chiaki_197_N> - § 2 references coded [17.88% Coverage]
Reference 1 - 10.11% Coverage

¶4: I asked many questions to many native speakers and my friends. I always investigated information from internet. This is good and my knowledge was made clearly.

Reference 2 - 7.77% Coverage

¶6: MALL course activities make us voluntarily and we must do duty all. So we can become adults, as we don't have common sense.

<Internals\\2-Change\\Hiroko_143_O> - § 2 references coded [22.34% Coverage]
Reference 1 - 8.66% Coverage

¶4: cooperate with our own partner and we also must talk, because if we didn't talk the report would not be good.

Reference 2 - 13.67% Coverage

¶6: And I think writing a report in English was very good experience for me. Because I could learn many new words, grammar and writing style of report. I could gain knowledge.

<Internals\\2-Change\\Masahiro_155_M> - § 1 reference coded [10.40% Coverage]
Reference 1 - 10.40% Coverage

¶6: I became to enjoy writing report in English. I think that it is most important to write report in English to improve English ability.

<Internals\\2-Change\\Miho_181_M> - § 1 reference coded [7.35% Coverage]
Reference 1 - 7.35% Coverage

¶6: So I could have good time to study English and I have to reconsider our problem in this society

<Internals\\2-Change\\Noriko_028_E> - § 3 references coded [38.82% Coverage]
Reference 1 - 5.32% Coverage

¶6: But I just know what it is. I didn't think of these deeply and seriously.

Reference 2 - 10.85% Coverage

¶6: So I searched some Japanese problems, and I wrote down my opinions. Therefore I could compare my opinions with others. So I could understand it more.

Reference 3 - 22.65% Coverage

¶8: These were very difficult for me. I had to control myself to use time each week. I'm not good at using time. I often scurried through my reports near deadline. And when working with my partner, I had to think of it. After we made it, we confirmed each other. We could help each other. I think it's a good thing.

<Internals\\2-Change\\Sayaka_186_N> - § 2 references coded [30.25% Coverage]
Reference 1 - 17.24% Coverage

¶4: Also I had to look through a lot of information from books, internet and journal to complete your challenges. And then I could get many knowledge, and the more I looked through, the more interested I was in Japanese society.

Reference 2 - 13.01% Coverage

¶8: So I try to be interested in various things. I have few hobbies. If I learn a lot of things making use of my knowledge, I may be able to find the thing that matches me.

<Internals\\2-Change\\Takao_021_F> - § 2 references coded [31.39% Coverage]
Reference 1 - 10.14% Coverage

¶3: I could think about many social issues seriously through this class. Moreover, I could correct my prejudice against many social issues.

Reference 2 - 21.25% Coverage

¶3: This class not only gave me correct format but also a chance to know correct information against many social issues. And what's more, I should do everything in my project, so I could gather much information for my project. Therefore, when I finished by project, I had a big confidence.

<Internals\\2-Change\\Yumi_189_N> - § 1 reference coded [17.33% Coverage]
Reference 1 - 17.33% Coverage

¶4: First, I collected material from a book, newspaper or English homepage. I translated the material from Japanese to English, and I deepen my understanding about my topic with that.

<Internals\\3-Interviews\\Ai_Interview> - § 2 references coded [0.78% Coverage]
Reference 1 - 0.24% Coverage

¶103: So, if we need to study the communication with someone is good...

Reference 2 - 0.54% Coverage

¶121: A: I think high school social environment was a common instance..

¶122: M: Everybody knows the same thing, so there's kind of like a WA, a harmony..

<Internals\\3-Interviews\\Kazuya_Interview> - § 2 references coded [9.50% Coverage]

Reference 1 - 3.25% Coverage

¶166: previously learned/collaborated skills knowledge gave confidence)

¶167:m: So did this knowledge and skills give you confidence?

¶168:k: Oh, yes. But the activity I had worked for this time (first sem) is very good experience for this term (self-paper). So, I become cool...

¶169:m: relaxed?

¶170:k: Yes, relaxed...at the beginning researching and gather information, yeah, so then, uh, making introduction, giving information, making section two, section three, little by little..

Reference 2 - 6.24% Coverage

¶203: (having choice is most valuable/voluntary?

¶204: Self-determined behavior. Self-regulation? that leads to self-development)

¶205:m: What was most valuable?

¶206:k: It is voluntary. I research information, I make script, I improved my skills. I was not taught. I understand information, other things...

¶207:m: Without this...(pointing to the graph=teacher)

¶208:k: Yes...It is voluntary...

¶209:m: I understand...Independent?

¶210:k: Yes! Independent.

¶211:m: So why is that valuable for you?

¶212: (Why is self-determined good for him?)

¶213:k: In future I will work in society. If I do the things I was told maybe I would not be happy.

¶214:m: So this experience helped you to do better here, right?

¶215:k: Yes.

¶216:m: So you are saying, that this whole experience (one year class), will help you to do better in the future..

¶217:k: Yes.

¶218:m: Not only writing...but in your job...In your job, you won't write an essay, right?

¶219:k: (laughs)Yes.

<Internals\\3-Interviews\\Takao_Interview> - § 5 references coded [4.45% Coverage]
Reference 1 - 1.25% Coverage

¶75: So...when I teach them, uhn, I study from them, teaching them...teaching something gives me good, good influence...once I learn something, next I teach something...I learn twice..

¶76: (explains the **double value of peer-teaching something**, the recursive processing of information embeds it into their mind better...as if they know it if they can explain it)

¶77: M. and so you get repeating..

¶78: T. Yes, yes...

¶79: M. and when you repeat, it becomes stronger in you?

¶80: T. Yes, yes...

Reference 2 - 0.77% Coverage

¶255: M. So your technical skills are okay now (developed)...

¶256: T. oh yes...

¶257: M. You don't have to become better and better and better? Do you feel confident?

¶258: (technical skills confidence reaches an accepted plateau and so the student wants to challenge his own skills for processing content)

Reference 3 - 1.65% Coverage

¶281: T. so after both projects, I think I may make reports myself, and next project is self, and I can do self...so of course, my partner give me good help...so this graph goes up...

¶282: M. improves...but these are kind of different personal skills, these are personal skills with a partner and these are personal skills with yourself..

¶283: T. oh yes...

¶284: M. you challenged yourself.. You get an A-maru for both of them...

¶285: T. I don't care grade...of course I need grade, but grade is bonus for me...

¶286: (perception of grade value is below the value of personal challenge...self-imposed challenge to see what he is capable of, driven)

Reference 4 - 0.13% Coverage

¶539: M. that friends' influence is very powerful...

Reference 5 - 0.65% Coverage

¶676: M. I think people learned that...

¶677: (responsibility to regulate or control behavior/pace)

¶678: T. this project...I think so...time limit is coming!!! So this part, in this project

¶679: M... 1st year second semester...

¶680: T. I control myself...a little bit more...

¶681:

IS node intersection results

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Self-regulation, Nodes\\Tree Nodes\\2 Phenomena\\Intrinsic Value]

<Internals\\1-CGI\\Ai 027_F> - § 2 references coded [10.14% Coverage]
Reference 1 - 5.85% Coverage

¶7: I think doing with partner is to share the skills and ideas each other. It is necessary for me to study with my partner. I want to continue the way.

Reference 2 - 4.28% Coverage

¶13: Because, I think to learn something need to become activity. It is necessary for studying to have interest.

<Internals\\1-CGI\\Chiaki 197_N> - § 1 reference coded [6.59% Coverage]
Reference 1 - 6.59% Coverage

¶4: Actually, I like to gather importations and to create sentences. I like to think how to get reader's interests. So I enjoyed this learning experience.

<Internals\\1-CGI\\Hiroko 143_O> - § 1 reference coded [6.50% Coverage]
Reference 1 - 6.50% Coverage

¶4: Also, everything is my responsibility and nobody helps me. I am an adult now, I need to be treated as an adult. So this experience made me satisfied.

<Internals\\1-CGI\\Kazuya 010_E> - § 3 references coded [16.56% Coverage]
Reference 1 - 5.17% Coverage

¶4: So this kind of learning experience is treasure that people overcoming difficulty and achieving this activity can get.

Reference 2 - 6.39% Coverage

¶7: Because of this heavy activity, My partner increased his experience. He changed his experience as working this project. I think this is wonderful.

Reference 3 - 5.00% Coverage

¶13: So I understood that the important thing is positive heart. I think positive heart is the will of wanting to learn.

<Internals\\1-CGI\\Miho 181_M> - § 2 references coded [12.28% Coverage]
Reference 1 - 5.87% Coverage

¶7: I could help my partner. So we could help each other. I made so happy, and get a good feeling. Now I want to say "Thank you." for my partner.

Reference 2 - 6.41% Coverage

¶13: I enjoyed to learn about some information. I think that learning is significant. Because to learn about new things I could get new finding and discovery.

<Internals\\1-CGI\\Takao_021_F> - § 1 reference coded [1.55% Coverage]

Reference 1 - 1.55% Coverage

¶4: But this class system gave me a good influences.

<Internals\\1-CGI\\Tomomi_081_H> - § 4 references coded [12.91% Coverage]

Reference 1 - 2.25% Coverage

¶4: I think it was very difficult but it became good experiences for me.

Reference 2 - 1.34% Coverage

¶7: We suggested each ideas. It is very fun.

Reference 3 - 5.35% Coverage

¶13: And I stayed in university last two weeks at evening. It is very good experiences for me. I enjoyed this project. I didn't know that the university is very useful.

Reference 4 - 3.98% Coverage

¶16: I enjoyed about this project. I could do it. We have much power. I want to try to report by oneself like this project.

<Internals\\2-Change\\Masahiro_155_M> - § 1 reference coded [10.40% Coverage]

Reference 1 - 10.40% Coverage

¶6: I became to enjoy writing report in English. I think that it is most important to write report in English to improve English ability.

<Internals\\2-Change\\Miho_181_M> - § 1 reference coded [7.43% Coverage]

Reference 1 - 7.43% Coverage

¶6: So I could have good time to study English and I have to reconsider our problem in this society.

<Internals\\2-Change\\Yumi_189_N> - § 1 reference coded [11.78% Coverage]

Reference 1 - 11.78% Coverage

¶4: Moreover, I got new knowledge's. Finally, my report was finished. I tried to do my best even if my report got a low point.

<Internals\\3-Interviews\\Ai_Interview> - § 2 references coded [7.11% Coverage]

Reference 1 - 2.01% Coverage

¶11: A: This class (ALE), it's not enough just to pass, it is not enough...so interest, I enjoyed the topic, it's important..

¶12: M: But in high school you can't choose a topic?

¶13: A: Yes.

¶14: M: But in the MALL you can choose the topic?

¶15: A: I choose. I could, I can choose. I can choose a topic. So, interest topic.. so there is something of interest to me, so, there are no tests in the MALL class, so I don't have to care about the tests. So something that's interesting to me I research or I research on internet or books, I can show my mind.

Reference 2 - 5.10% Coverage

¶317: M: These [auth] skills help you in your life, adult life, but these skills [HS] help you in your child's life. Maybe

¶318: A: Yes. When I was a child, my teacher said, what is good, what is bad, I just believed differences. So it is good so I can do it, and it is bad so I don't. But these choices are given from my teachers or my parents [hs]. So, when I was a child it was okay, I think. But I grew up, I have to think about myself, so these activities [auth] are thinking by myself and share with my partner, so what is good and what is bad, I choose, I chose which one.

¶319: M: Did you like making that choice?

¶320: A: Yes.

¶321: M: kind of a first time...?

¶322: A: ahhh [not committing]

¶323: M: but kind of interesting...

¶324: A: Yes.

¶325: M: And when you got the right answer, it was kind of nice...

¶326: A: Yes.

¶327: M: so that's kind of motivation to dig deeper?

¶328: A: Yeah. So, if I had a mistake, *I changed my style or my need,*

¶329: M: but even that change is your own choice...

¶330: A: hmmm, yes.

¶331: M: so this [trad] the teacher's driving the car, and this on you are driving...

¶332: A: Yes. so after I graduate, everything, I have to think, now is the same, but in the future when I get a job, no one...

¶333: M: there's no partner...

¶334: A: yes

¶335: M: and there is no deadline...

¶336: A: Yes. So **pace**, or how to do that, *all of the things, I chose and I decide and think and these activities make me ready for my, ready for my future...*

<Internals\\3-Interviews\\Kazuya_Interview> - § 5 references coded [21.28% Coverage]

Reference 1 - 4.14% Coverage

¶12: M: Okay, so you're interested in it?

¶13: K: Yes. For example, I like music, so this topic music for helping people (*referring to his report title*) So, I thought this paper all topic for example, making choices is connected with this, #7 (motivators) my motivator.

¶14: M: I think everything is kind of connected...

¶15:K: Yes. I work at the thing I like very much, so my motivation is very increasing

¶16:M: right.

¶17:K: So, increasing motivation is concentrated in this class, so classroom atmosphere is very good for me. So classroom atmosphere is good so, my peers, my friends have same thinking with me

Reference 2 - 0.83% Coverage

¶20:M: So...making a choice, makes working enjoyable?

¶21:K: Yes

¶22:M: and when you feel good, other people feel good..?

¶23:K: Yes

Reference 3 - 1.92% Coverage

¶31:K: Uh, yes...pretty big, pretty big challenging, first, so we can improve our skills, thinking, interaction with you and my peers, other thinking..

¶32:M: So, having a choice, working on a difficult challenge, it was difficult but when you finished you, you felt, good?

¶33:K: Yes!

Reference 4 - 8.78% Coverage

¶71: (the enjoyment of deep knowledge is connected to choice of and interest in topic)

¶72:m: so, you're, you have a deep knowledge now?

¶73:k: yes

¶74:m: and you have a deep knowledge...and, and you enjoy this?

¶75:k: Yes.

¶76:m: Why do you enjoy that?

¶77:k: Maybe if I am taught this, this knowledge is taught by teacher...

¶78:m: uh, right, like a lecture class

¶79:K: yes. I don't feel good, enjoyable because I don't research information by myself.

¶80:m: okay, but research is hard, right?

¶81:k: Yes, researching by myself is very important for increasing the topic knowledge, enjoyment.

¶82: (research for self increases topic depth and enjoyment)

¶83:m: So let me paraphrase...so when the teacher gives you the information you learn a lot,

¶84:k: yes

¶85:m: but, you didn't have to work so hard, but when you do your own research you have to work hard and struggle

¶86:k: yes

¶87:m: and that hard work, effort? So, making effort is important for you?

¶188:k: Yes. For me if at first, there is no thinking, no things...I don't make effort. If I challenge something, I have to make effort, so making effort is very important

¶189:

¶190:m: okay, interesting, for me...because, the topic was difficult, both of these (papers), all of these were difficult...but you made a strong effort and you're happy at the end.

Reference 5 - 5.59% Coverage

¶177: Okay, what are some other points...?

¶178: (Pace management)

¶179:k: My pace management! (laughs) This course (first sem) is very, long time, twelve weeks

¶180:m: twelve weeks, right...

¶181:k: I think, uh, I thought I have much time (= but I was mistaken), So at the end of the semester, I hurry up to...

¶182:m: (mimics panic)...

¶183:k: Yes...(laughs) In first semester it is like that, but I know this problem, second semester is very relax...

¶184:m: It's more relaxing because...what did you do differently?

¶185:k: In first semester, I'm late to, I'm late to make all script (composition) but second semester I make this point (pointing to sheet) content, uh, more early.

¶186: (pace management...learned from mistakes)

¶187:m: Okay, so you made a plan?

¶188:k: Yes!

¶189:M: You learned this from this experience? Pointing to prior semester)

<Internals\\3-Interviews\\Noriko_Interview> - § 4 references coded [9.48% Coverage]

Reference 1 - 0.69% Coverage

¶107:M: okay (laughing) so it makes you feel good to know, when you explain it you have to kind of remember it?

¶108:N: Uhn

¶109:M: and you help somebody, and you understand it deeper.

¶110:N: So

Reference 2 - 1.39% Coverage

¶161:N: If I can't understand this topic I can't write downs and we can't get good grade...

¶162: (what motivated you?)

¶163:M: My main question, which motivated you?

¶164:N: Of course, the grade.

¶165:M: Probably?

¶166:N: So, if, mental issue, for example, we didn't choose this topic,

¶167:I don't care about this now. In your class, we have to do and we, I, searched and think deeply.

Reference 3 - 4.82% Coverage

¶217: (What does useful mean...when doing this kind of ALE processing?)

¶218: Having the chance to make or think about your own opinion and to do that you have to know the information deeply)

¶219:M: and this is, this is useful for you...what do you mean useful?

¶220:N: well, I can know about this topic deeply and I can make my opinion..

¶221:M: Okay...when somebody talks about this topic in the future you can say, I have an opinion?

¶222:N: Uhn.

¶223:M: and I know my opinion because I researched it...

¶224:N: yeah...

¶225:M: so...

¶226:N: I can get a lot of information from TV, toka, newspaper, I can know about new news. Just, but I just know about it

¶227:M: right...it happened..

¶228:N: I didn't have my opinion... but in this class (MALL), of course we know about this deeply, and I have to make my opinion, deeply, so making my opinion is, I, I don't have a chance, chance, opportunity to make my opinion in school and in my life.

¶229:M: Oh really?

¶230:N: uhn

¶231:M: So, in this class, you had your chance to make your opinion, understand deeply. Was that a good feeling? for you?

¶232: (doing that is difficult but rewarding)

¶233:N: yeah...But, but it is difficult

¶234:M: I understand. but it was difficult but you continued doing it...because it was, you got something...satisfaction

¶235:N: Yeah

Reference 4 - 2.57% Coverage

¶245:M: and you just choose one...right? In this report (MALL) you had to make your own opinions...zembu jibun de, ne?

¶246:N: yeah

¶247:M: so something good about making your opinion...makes it deeper for you? More satisfying?

¶248:N: Yes.

¶249:M: I'm trying to compare this learning style, right, every week (looking at the schematic)..lecture...and then in our class the learning style is quite different...it's harder..

¶250: N: harder

¶251: M: but somehow more satisfying, right?

¶252: N: yeah..

¶253: (MALL is harder but more satisfying)

¶254: M: I want to know why that's satisfying...I want to know why, you know, your view of yourself, from here to here (drawing) end of semester...did you change?

<Internals\\3-Interviews\\Takao_Interview> - § 5 references coded [5.65% Coverage] Reference 1 - 0.63% Coverage

¶99: T. So I like, I want to study more, so I want to give more

¶100: M. You want to give more help to others?

¶101: T. Yes..

¶102: M. Because it helps you learn...

¶103: T. Yeah...

¶104: M. Okay...in both environments...you have a good feeling...?

¶105: T. yeah...good feeling

Reference 2 - 0.79% Coverage

¶241:

¶242: M. so you want to challenge yourself...

¶243: T. yes.

¶244: M. If you have a partner...you don't challenge 100%?

¶245: T. Yes. So..hmm, this part is, this project, self is okay, but I worry self, or working with partner...

¶246: M. I never thought about that so much...

¶247: T. Yeah, so, personal skill kind of same...

Reference 3 - 1.28% Coverage

¶288: T. Uhm, working with partner is two persons...but this part (single) is only one, so in my heart I like, I do more, more..

¶289: M. effort?

¶290: T. No...two people...if with partner, we can separate parts, but self is one, so I have pressure...

¶291: (pressure or responsibility to self to make a good product)

¶292: M. responsibility...

¶293: T. yeah...to self, and to make a more good report, and so...

¶294: M. So that pressure, it's harder, it's more difficult, it's more pressure, but you like it...

¶295: T. mmmm

Reference 4 - 0.79% Coverage

¶718: T. I have become positive, active...

¶719: (he has become a more overall positive student/individual as a result of the ALE)

¶720: M. with your partner or with your self? Positive in what way?

¶721: T. For example, high school days...if I have some questions, I never ask the teacher, but in university I ask ...

Reference 5 - 2.16% Coverage

¶744: . Next semester? After graduation?

¶745: T. I want to continue this mind...more better, more better...because...(at a loss...) hmmm...I gradually came to like to study something

¶746: (he became inquisitive and happy about being active versus passive because it brings certain skills and knowledge and intrinsic rewards)

¶747: M. so learning..

¶748: T. yeah, English and computer or something...after graduating from this school I want to study something more...

¶749: M. again...more?

¶750: T. Yes.

¶751: M. okay...in this class you get a reward...(t-cen)

¶752: T. yeah.

¶753: M. in this class you get a different kind of reward (ale)

¶754: T. yes.

¶755: M. Grade reward...and self satisfaction...

¶756: T. yes.

¶757: M. and you like this style...you want to continue?

¶758: T. Oh yes...maybe this project is self satisfaction

¶759: M. and that makes you feel good about yourself?

¶760: T. Yes.

¶761:

DS node intersection results

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Self-regulation, Nodes\\Tree Nodes\\2 Phenomena\\Intrinsic Value]

<Internals\\1-CGI\\Ai 027_F> - § 2 references coded [10.14% Coverage]

Reference 1 - 5.85% Coverage

¶7: I think doing with partner is to share the skills and ideas each other. It is necessary for me to study with my partner. I want to continue the way.

Reference 2 - 4.28% Coverage

¶13: Because, I think to learn something need to become activity. It is necessary for studying to have interest.

<Internals\\1-CGI\\Chiaki 197_N> - § 1 reference coded [6.59% Coverage]
Reference 1 - 6.59% Coverage

¶4: Actually, I like to gather importations and to create sentences. I like to think how to get reader's interests. So I enjoyed this learning experience.

<Internals\\1-CGI\\Hiroko 143_O> - § 1 reference coded [6.50% Coverage]
Reference 1 - 6.50% Coverage

¶4: Also, everything is my responsibility and nobody helps me. I am an adult now, I need to be treated as an adult. So this experience made me satisfied.

<Internals\\1-CGI\\Kazuya 010_E> - § 3 references coded [16.56% Coverage]
Reference 1 - 5.17% Coverage

¶4: So this kind of learning experience is treasure that people overcoming difficulty and achieving this activity can get.

Reference 2 - 6.39% Coverage

¶7: Because of this heavy activity, My partner increased his experience. He changed his experience as working this project. I think this is wonderful.

Reference 3 - 5.00% Coverage

¶13: So I understood that the important thing is positive heart. I think positive heart is the will of wanting to learn.

<Internals\\1-CGI\\Miho 181_M> - § 2 references coded [12.28% Coverage]
Reference 1 - 5.87% Coverage

¶7: I could help my partner. So we could help each other. I made so happy, and get a good feeling. Now I want to say "Thank you." for my partner.

Reference 2 - 6.41% Coverage

¶13: I enjoyed to learn about some information. I think that learning is significant. Because to learn about new things I could get new finding and discovery.

<Internals\\1-CGI\\Takao 021_F> - § 1 reference coded [1.55% Coverage]
Reference 1 - 1.55% Coverage

¶4: But this class system gave me a good influences.

<Internals\\1-CGI\\Tomomi 081_H> - § 4 references coded [12.91% Coverage]
Reference 1 - 2.25% Coverage

¶4: I think it was very difficult but it became good experiences for me.

Reference 2 - 1.34% Coverage

¶7: We suggested each ideas. It is very fun.

Reference 3 - 5.35% Coverage

¶13: And I stayed in university last two weeks at evening. It is very good experiences for me. I enjoyed this project. I didn't know that the university is very useful.

Reference 4 - 3.98% Coverage

¶16: I enjoyed about this project. I could do it. We have much power. I want to try to report by oneself like this project.

<Internals\\2-Change\\Masahiro_155_M> - § 1 reference coded [10.40% Coverage]
Reference 1 - 10.40% Coverage

¶6: I became to enjoy writing report in English. I think that it is most important to write report in English to improve English ability.

<Internals\\2-Change\\Miho_181_M> - § 1 reference coded [7.43% Coverage]
Reference 1 - 7.43% Coverage

¶6: So I could have good time to study English and I have to reconsider our problem in this society.

<Internals\\2-Change\\Yumi_189_N> - § 1 reference coded [11.78% Coverage]
Reference 1 - 11.78% Coverage

¶4: Moreover, I got new knowledge. Finally, my report was finished. I tried to do my best even if my report got a low point.

<Internals\\3-Interviews\\Ai_Interview> - § 2 references coded [7.11% Coverage]
Reference 1 - 2.01% Coverage

¶11: A: This class (ALE), it's not enough just to pass, it is not enough...so interest, I enjoyed the topic, it's important..

¶12: M: But in high school you can't choose a topic?

¶13: A: Yes.

¶14: M: But in the MALL you can choose the topic?

¶15: A: I choose. I could, I can choose. I can choose a topic. So, interest topic.. so there is something of interest to me, so, there are no tests in the MALL class, so I don't have to care about the tests. So something that's interesting to me I research or I research on internet or books, I can show my mind.

Reference 2 - 5.10% Coverage

¶317: M: These [auth] skills help you in your life, adult life, but these skills [HS] help you in your child's life. Maybe

¶318: A: Yes. When I was a child, my teacher said, what is good, what is bad, I just believed differences. So it is good so I can do it, and it is bad so I don't. But these choices are given from my teachers or my parents [hs]. So, when I was a child it was okay, I think. But I grew up, I have to think about myself, so these activities [auth] are thinking by myself and share with my partner, so what is good and what is bad, I choose, I chose which one.

¶319: M: Did you like making that choice?
 ¶320: A: Yes.
 ¶321: M: kind of a first time...?
 ¶322: A: ahhh [not committing]
 ¶323: M: but kind of interesting...
 ¶324: A: Yes.
 ¶325: M: And when you got the right answer, it was kind of nice...
 ¶326: A: Yes.
 ¶327: M: so that's kind of motivation to dig deeper?
 ¶328: A: Yeah. So, if I had a mistake, *I changed my style or my need,*
 ¶329: M: but even that change is your own choice...
 ¶330: A: hmmm, yes.
 ¶331: M: so this [trad] the teacher's driving the car, and this on you are driving...
 ¶332: A: Yes. so after I graduate, everything, I have to think, now is the same, but in the future when I get a job, no one...
 ¶333: M: there's no partner...
 ¶334: A: yes
 ¶335: M: and there is no deadline...
 ¶336: A: Yes. So **pace**, or how to do that, *all of the things, I chose and I decide and think and these activities make me ready for my, ready for my future...*

<Internals\\3-Interviews\\Kazuya_Interview> - § 5 references coded [21.28% Coverage]

Reference 1 - 4.14% Coverage

¶12: M: Okay, so you're interested in it?
 ¶13: K: Yes. For example, I like music, so this topic music for helping people (*referring to his report title*) So, I thought this paper all topic for example, making choices is connected with this, #7 (motivators) my motivator.
 ¶14: M: I think everything is kind of connected...
 ¶15: K: Yes. I work at the thing I like very much, so my motivation is very increasing
 ¶16: M: right.
 ¶17: K: So, increasing motivation is concentrated in this class, so classroom atmosphere is very good for me. So classroom atmosphere is good so, my peers, my friends have same thinking with me

Reference 2 - 0.83% Coverage

¶20: M: So...making a choice, makes working enjoyable?
 ¶21: K: Yes
 ¶22: M: and when you feel good, other people feel good..?
 ¶23: K: Yes

Reference 3 - 1.92% Coverage

¶31: K: Uh, yes...pretty big, pretty big challenging, first, so we can improve our skills, thinking, interaction with you and my peers, other thinking..

¶32:M: So, having a choice, working on a difficult challenge, it was difficult but when you finished you, you felt, good?

¶33:K: Yes!

Reference 4 - 8.78% Coverage

¶71: (the enjoyment of deep knowledge is connected to choice of and interest in topic)

¶72:m: so, you're, you have a deep knowledge now?

¶73:k: yes

¶74:m: and you have a deep knowledge...and, and you enjoy this?

¶75:k: Yes.

¶76:m: Why do you enjoy that?

¶77:k: Maybe if I am taught this, this knowledge is taught by teacher...

¶78:m: uh, right, like a lecture class

¶79:K: yes. I don't feel good, enjoyable because I don't research information by myself.

¶80:m: okay, but research is hard, right?

¶81:k: Yes, researching by myself is very important for increasing the topic knowledge, enjoyment.

¶82: (research for self increases topic depth and enjoyment)

¶83:m: So let me paraphrase...so when the teacher gives you the information you learn a lot,

¶84:k: yes

¶85:m: but, you didn't have to work so hard, but when you do your own research you have to work hard and struggle

¶86:k: yes

¶87:m: and that hard work, effort? So, making effort is important for you?

¶88:k: Yes. For me if at first, there is no thinking, no things...I don't make effort. If I challenge something, I have to make effort, so making effort is very important

¶89:

¶90: m: okay, interesting, for me...because, the topic was difficult, both of these (papers), all of these were difficult...but you made a strong effort and you're happy at the end.

Reference 5 - 5.59% Coverage

¶177: Okay, what are some other points...?

¶178: (Pace management)

¶179:k: My pace management! (laughs) This course (first sem) is very, long time, twelve weeks

¶180:m: twelve weeks, right...

¶181:k: I think, uh, I thought I have much time (= but I was mistaken), So at the end of the semester, I hurry up to...

¶182:m: (mimics panic)...

¶183:k: Yes...(laughs) In first semester it is like that, but I know this problem, second semester is very relax...

¶184:m: It's more relaxing because...what did you do differently?

¶185:k: In first semester, I'm late to, I'm late to make all script (composition) but second semester I make this point (pointing to sheet) content, uh, more early.

¶186: (pace management...learned from mistakes)

¶187:m: Okay, so you made a plan?

¶188:k: Yes!

¶189:M: You learned this from this experience? Pointing to prior semester)

<Internals\\3-Interviews\\Noriko_Interview> - § 4 references coded [9.48% Coverage]

Reference 1 - 0.69% Coverage

¶107:M: okay (laughing) so it makes you feel good to know, when you explain it you have to kind of remember it?

¶108:N: Uhn

¶109:M: and you help somebody, and you understand it deeper.

¶110:N: So

Reference 2 - 1.39% Coverage

¶161:N: If I can't understand this topic I can't write downs and we can't get good grade...

¶162: (what motivated you?)

¶163:M: My main question, which motivated you?

¶164:N: Of course, the grade.

¶165:M: Probably?

¶166:N: So, if, mental issue, for example, we didn't choose this topic,

¶167:I don't care about this now. In your class, we have to do and we, I, searched and think deeply.

Reference 3 - 4.82% Coverage

¶217: (What does useful mean...when doing this kind of ALE processing?)

¶218: Having the chance to make or think about your own opinion and to do that you have to know the information deeply)

¶219:M: and this is, this is useful for you...what do you mean useful?

¶220:N: well, I can know about this topic deeply and I can make my opinion..

¶221:M: Okay...when somebody talks about this topic in the future you can say, I have an opinion?

¶222:N: Uhn.

¶223:M: and I know my opinion because I researched it...

¶224:N: yeah...

¶225:M: so...

¶226:N: I can get a lot of information from TV, toka, newspaper, I can know about new news. Just, but I just know about it

¶227:M: right...it happened..

¶228:N: I didn't have my opinion... but in this class (MALL), of course we know about this deeply, and I have to make my opinion, deeply, so making my opinion is, I, I don't have a chance, chance, opportunity to make my opinion in school and in my life.

¶229:M: Oh really?

¶230:N: uhn

¶231:M: So, in this class, you had your chance to make your opinion, understand deeply. Was that a good feeling? for you?

¶232: (doing that is difficult but rewarding)

¶233:N: yeah...But, but it is difficult

¶234:M: I understand. but it was difficult but you continued doing it...because it was, you got something...satisfaction

¶235:N: Yeah

Reference 4 - 2.57% Coverage

¶245:M: and you just choose one...right? In this report (MALL) you had to make your own opinions...zembu jibun de, ne?

¶246:N: yeah

¶247:M: so something good about making your opinion...makes it deeper for you? More satisfying?

¶248:N: Yes.

¶249:M: I'm trying to compare this learning style, right, every week (looking at the schematic)..lecture...and then in our class the learning style is quite different...it's harder..

¶250:N: harder

¶251:M: but somehow more satisfying, right?

¶252:N: yeah..

¶253: (MALL is harder but more satisfying)

¶254:M: I want to know why that's satisfying...I want to know why, you know, your view of yourself, from here to here (drawing) end of semester...did you change?

<Internals\\3-Interviews\\Takao_Interview> - § 5 references coded [5.65% Coverage]

Reference 1 - 0.63% Coverage

¶99:T. So I like, I want to study more, so I want to give more

¶100:M. You want to give more help to others?

¶101:T. Yes..

¶102:M. Because it helps you learn...

¶103:T. Yeah...

¶104:M. Okay...in both environments...you have a good feeling...?

¶105:T. yeah...good feeling

Reference 2 - 0.79% Coverage

¶241:

¶242: M. so you want to challenge yourself...

¶243: T. yes.

¶244: M. If you have a partner...you don't challenge 100%?

¶245: T. Yes. So...hmm, this part is, this project, self is okay, but I worry self, or working with partner...

¶246: M. I never thought about that so much...

¶247: T. Yeah, so, personal skill kind of same...

Reference 3 - 1.28% Coverage

¶288: T. Uhm, working with partner is two persons...but this part (single) is only one, so in my heart I like, I do more, more..

¶289: M. effort?

¶290: T. No...two people...if with partner, we can separate parts, but self is one, so I have pressure...

¶291: (pressure or responsibility to self to make a good product)

¶292: M. responsibility...

¶293: T. yeah...to self, and to make a more good report, and so...

¶294: M. So that pressure, it's harder, it's more difficult, it's more pressure, but you like it...

¶295: T. mmmm

Reference 4 - 0.79% Coverage

¶718: T. I have become positive, active...

¶719: (he has become a more overall positive student/individual as a result of the ALE)

¶720: M. with your partner or with your self? Positive in what way?

¶721: T. For example, high school days...if I have some questions, I never ask the teacher, but in university I ask ...

Reference 5 - 2.16% Coverage

¶744: . Next semester? After graduation?

¶745: T. I want to continue this mind...more better, more better...because...(at a loss...) hmmm...I gradually came to like to study something

¶746: (he became inquisitive and happy about being active versus passive because it brings certain skills and knowledge and intrinsic rewards)

¶747: M. so learning..

¶748: T. yeah, English and computer or something...after graduating from this school I want to study something more...

¶749: M. again...more?

¶750: T. Yes.

¶751: M. okay...in this class your get a reward...(t-cen)

¶752: T. yeah.
 ¶753: M. in this class you get a different kind of reward (ale)
 ¶754: T. yes.
 ¶755: M. Grade reward...and self satisfaction...
 ¶756: T. yes.
 ¶757: M. and you like this style...you want to continue?
 ¶758: T. Oh yes...maybe this project is self satisfaction
 ¶759: M. and that makes you feel good about yourself?
 ¶760: T. Yes.
 ¶761:

ES Node intersection results

Name: 1 External-Internal intersections [Nodes\\Tree Nodes\\1 Causal Conditions\\Self-regulation, Nodes\\Tree Nodes\\2 Phenomena\\Extrinsic Value]

<Internals\\1-CGI\\Ai 027_F> - § 4 references coded [16.58% Coverage]
 Reference 1 - 1.93% Coverage

¶7: It is necessary for me to study with my partner.

Reference 2 - 4.64% Coverage

¶10: Because, if I didn't researched enough, I couldn't write reports. If I research deeply, I could write a great report.

Reference 3 - 6.01% Coverage

¶13: I think they should increase the doing class. Because, I think to learn something need to become activity. It is necessary for studying to have interest.

Reference 4 - 4.01% Coverage

¶16: And to cooperate with my partner is necessary. I learned these things are very very important for me.

<Internals\\1-CGI\\Hiroko 143_O> - § 2 references coded [11.01% Coverage]
 Reference 1 - 7.50% Coverage

¶4: And working with my partner will be really important when I get a job and have some meetings. I guess I could learn not only about religion also how to work with my partner.

Reference 2 - 3.51% Coverage

¶13: We, students should know why we come to university and what we should do there.

<Internals\\1-CGI\\Miho 181_M> - § 1 reference coded [2.01% Coverage]
Reference 1 - 2.01% Coverage

¶13: I think school life is better than before time.

<Internals\\1-CGI\\Tomomi 081_H> - § 2 references coded [9.78% Coverage]
Reference 1 - 7.27% Coverage

¶4: I think it was very difficult but it became good experiences for me. I hadn't written like this long report. It was very difficult. And now I want to study English or languages, research, working together, layout, and so on

Reference 2 - 2.51% Coverage

¶16: But I could finish to this project's report. Now I am interested in religion,

<Internals\\2-Change\\Miho_181_M> - § 1 reference coded [7.35% Coverage]
Reference 1 - 7.35% Coverage

¶6: So I could have good time to study English and I have to reconsider our problem in this society

<Internals\\2-Change\\Takao_021_F> - § 1 reference coded [16.48% Coverage]
Reference 1 - 16.48% Coverage

¶3: If I had more time to talk about some social issues, I could talk more deeply. My topic was always difficult and heavy, but I gradually wanted to show my opinion against my topic, and I want to read other student reports.

<Internals\\3-Interviews\\Ai_Interview> - § 2 references coded [9.75% Coverage]
Reference 1 - 6.78% Coverage

¶104: M: Communication skills, yes, they are about a topic, about getting this done...

¶105: A: Yes.

¶106: M: But it's still social skill. So you are leveling up your social skills?

¶107: A: mm

¶108: M: In high school, you had social skills, too, and it was enjoyable? Social, social interaction?

¶109: A: Yes!

¶110: M: you said friends and circle, those are social, those are high school social skills..?

¶111: A: Yes.

¶112: M: But these are university.

¶113: A: social skills

¶114: M: Social skills...will be useful for you??? In the future?? You learned some social skills?? How to communicate about this problem [project]

¶115: A: Yes.

¶116: M: How to share this information...

¶117: A: Yes.

¶118: M: the best way to do that...

¶119: A: Yes.

¶120: M: okay...

¶121: A: I think high school social environment was a common instance..
 ¶122: M: Everybody knows the same thing, so there's kind of like a WA, a harmony..
 ¶123: A: Yes. But here (MALL)it is, I think, connect to my future job, practical?
 ¶124: M: For your life and job?
 ¶125: A: Job and my 3rd year and 4th years classes, activities..
 ¶126: M: because you will have new partners and new teachers and new topics.
 ¶127: A: Yes.
 ¶128:
 ¶129: M: okay...so really what happened was what happened first semester helped you second semester and now all of this year...experiences will help you
 ¶130: A: next year...
 ¶131: M: and next two years...
 ¶132: A: Yes.
 ¶133: M: And you just keep building (skills)
 ¶134: A: yeah, yeah..
 ¶135: M: kind of like this...[graph]...maybe not keep going up...
 ¶136: A: yeah
 ¶137: M: but becoming deeper understanding..
 ¶138: A: Yes.
 ¶139: M: more comfortable with your skill..
 ¶140: A: Yes.
 ¶141: M: You will have lots of these little challenges...
 ¶142: A: Yes.
 ¶143: M: like self, self-challenges...
 ¶144: A: Yes.
 ¶145: M: and you will test yourself..?
 ¶146: A: Yes.
 ¶147: M: okay...so are you doing this because it will make you stronger in the future?
 ¶148: A: Yes.
 ¶149:
 ¶150: M: What are some other reasons why you are doing this? You said enjoyable. It's enjoyable to get deeper?

Reference 2 - 2.96% Coverage

¶319: M: Did you like making that choice?
 ¶320: A: Yes.
 ¶321: M: kind of a first time...?
 ¶322: A: ahhh [not committing]
 ¶323: M: but kind of interesting...
 ¶324: A: Yes.
 ¶325: M: And when you got the right answer, it was kind of nice...
 ¶326: A: Yes.
 ¶327: M: so that's kind of motivation to dig deeper?
 ¶328: A: Yeah. So, if I had a mistake, *I changed my style or my need*,
 ¶329: M: but even that change is your own choice...
 ¶330: A: hmmm, yes.
 ¶331: M: so this [trad] the teacher's driving the car, and this on you are driving...
 ¶332: A: Yes. so after I graduate, everything, I have to think, now is the same, but in the future when I get a job, no one...
 ¶333: M: there's no partner...
 ¶334: A: yes

¶335: M: and there is no deadline...

¶336: A: Yes. So **pace**, or how to do that, **all of the things, I chose and I decide and think and these activities make me ready for my, ready for my future...**

<Internals\\3-Interviews\\Kazuya_Interview> - § 1 reference coded [6.24% Coverage]
Reference 1 - 6.24% Coverage

¶203: **(having choice is most valuable/voluntary?**

¶204: **Self-determined behavior. Self-regulation? that leads to self-development)**

¶205:m: What was most valuable?

¶206:k: It is voluntary. I research information, I make script, I improved my skills. I was not taught. I understand information, other things...

¶207:m: Without this...(pointing to the graph=teacher)

¶208:k: Yes...It is voluntary...

¶209:m: I understand...Independent?

¶210:k: Yes! Independent.

¶211:m: So why is that valuable for you?

¶212: **(Why is self-determined good for him?)**

¶213:k: In future I will work in society. If I do the things I was told maybe I would not be happy.

¶214:m: So this experience helped you to do better here, right?

¶215:k: Yes.

¶216:m: So you are saying, that this whole experience (one year class), will help you to do better in the future..

¶217:k: Yes.

¶218:m: Not only writing...but in your job...In your job, you won't write an essay, right?

¶219:k: (laughs)Yes.

<Internals\\3-Interviews\\Noriko_Interview> - § 2 references coded [3.19% Coverage]
Reference 1 - 1.39% Coverage

¶161:N: If I can't understand this topic I can't write downs and we can't get good grade...

¶162: **(what motivated you?)**

¶163:M: My main question, which motivated you?

¶164:N: Of course, the grade.

¶165:M: Probably?

¶166:N: So, if, mental issue, for example, we didn't choose this topic,

¶167:I don't care about this now. In your class, we have to do and we, I, searched and think deeply.

Reference 2 - 1.80% Coverage

¶194:M: I **know...so, many things connected, choosing your own topic, having a long time is useful for you?**

¶195:N: Hmmmm

¶196:M: You prefer that?

¶197:N: Useful, hmmm...

¶198:M: It's useful means **you can learn deeply?**

¶199:N: Yeah...

¶200:N: And...we, I did same style, eto, we, I make summary, and questions and opinions...I didn't use my knowledge,

¶201: **(finds it easy to just summarize someone else's topic information...but when she has to do her own topic information she gets more out of it)**

<Internals\\3-Interviews\\Takao_Interview> - § 3 references coded [3.58% Coverage] Reference 1 - 1.65% Coverage

¶281:T. so after both projects, I think I may make reports myself, and next project is self, and I can do self...so of course, my partner give me good help...so this graph goes up...

¶282:M. improves...but these are kind of different personal skills, these are personal skills with a partner and these are personal skills with yourself..

¶283:T. oh yes...

¶284:M. you challenged yourself.. You get an A-maru for both of them...

¶285:T. I don't care grade...of course I need grade, but grade is bonus for me...

¶286: **(perception of grade value is below the value of personal challenge...self-imposed challenge to see what he is capable of, driven)**

Reference 2 - 1.28% Coverage

¶288:T. Uhm, working with partner is two persons...but this part (single) is only one, so in my heart I like, I do more, more..

¶289:M. effort?

¶290:T. No...two people...if with partner, we can separate parts, but self is one, so I have pressure...

¶291: **(pressure or responsibility to self to make a good product)**

¶292:M. responsibility...

¶293:T. **yeah...to self, and to make** a more good report, and so...

¶294:M. So that pressure, it's harder, it's more difficult, it's more pressure, but you like it...

¶295:T. mmmm

Reference 3 - 0.66% Coverage

¶506:T. yes.

¶507:M. What is the motivation here?

¶508:T. Hmmm...in university, if I don't do homework...I fail...

¶509:M. Okay..

¶510:T. But in high school, teacher help me...

¶511:M. each time? (all the time)

¶512: T. yeah...so...we feel we must not fail...(obligation to teacher)

T node results

Name: Teacher

<Internals\\1-CGI\\Chiaki 197_N> - § 2 references coded [8.40% Coverage]

¶19: Many students say your class is strict but I do not think so. Please continue your style!

<Internals\\1-CGI\\Kazuya 010_E> - § 2 references coded [6.26% Coverage]

¶13: But in this project, We had to decide the process of this activity and to research a lot of information. My teacher only lead a true direction.

<Internals\\1-CGI\\Miho 181_M> - § 3 references coded [8.62% Coverage]

¶4: I think that it is important for me to struggle with English. If my teacher support all things for me, my English skills can't be good well.

¶16: I became to grow thanks for my partner, my teacher and around people.

¶13: Classes which I have experienced were easy. Because it was ok to just hear teachers'. These classes is easy, but an ability of thin

<Internals\\1-CGI\\Takao 021_F> - § 8 references coded [20.39% Coverage]

¶13: But other CE class is receiving teacher's teaching, but this class we had to do everything. (researching, making sentence, and making own report). So own activities are the most important for this class. And it may be able to give me a good influences and many activity attitude.

¶16: And I was taught many things by professor, web sites, and my partner.

¶19: I wanted to talk with professor, because I often went to a library, so I could not talk with professor.

¶19: I want to get a power of thinking, so I want to try last year's class system. Because that class gave me many thinking times to solve many problem. I like to think my opinion.

<Internals\\1-CGI\\Tomomi 081_H> - § 2 references coded [2.28% Coverage]

¶13: And I can meet and discuss with my friends and teachers. It is great.

<Internals\\2-Change\\Chiaki_197_N> - § 3 references coded [11.43% Coverage]

¶6: So I love both teaching from teacher and the way we investigate these things and make a report. This is great I think. After finish this MALL class, my brain makes growing up...maybe.

<Internals\\2-Change\\Miho_181_M> - § 2 references coded [11.15% Coverage]

¶8: In this year, I could have good experiences in this class and in this university. So I want to say thank you for my friends, teacher and family.

<Internals\\2-Change\\Sayaka_186_N> - § 2 references coded [11.93% Coverage]

¶16: You gave me a chance to know a lot of things. I was very lucky. Your challenges are sometimes hard, but I think I was great to accomplish your challenges.

<Internals\\2-Change\\Yumi_189_N> - § 2 references coded [12.17% Coverage]

¶4: I used the internet translator and asked my teacher, Professor Cholewinski. They compensated for my lack of English skills.

<Internals\\3-Interviews\\Ai_Interview> - § 7 references coded [17.02% Coverage]

¶160: M: So, in the teacher's class [graphic], you are just taking the teacher's information and pushing it back in a test. And then he gives you more, and you push it back, kind of like a kagami, a mirror?

¶161: A: Yes.

¶162: M: And you don't have a choice of what he gives you, you must push it back, push it back. He gives you something new, push it back, sometimes topic is okay? sometimes interesting, sometimes not...

¶163: A: Yes.

¶164: M: same routine?

¶165: A: Yes.

¶317: M: These [auth] skills help you in your life, adult life, but these skills [HS] help you in your child's life. Maybe

¶318: A: Yes. When I was a child, my teacher said, what is good, what is bad, I just believed differences. So it is good so I can do it, and it is bad so I don't. But these choices are given from my teachers or my parents [hs]. So, when I was a child it was okay, I think. But I grew up, I have to think about myself, so these activities [auth] are thinking by myself and share with my partner, so what is good and what is bad, I choose, I chose which one.

¶319: M: Did you like making that choice?

¶320: A: Yes.

¶321: M: kind of a first time...?

¶377: I don't know...I'm trying to understand it.. but we expect this [15] top reports...but really the top reports come from this [60]...

¶378: A: I think these class [60] students have very strong desire...

¶379: M: So it's a student desire? So we have EFGH...something about the mix, so, their desire in this class is stronger?

¶380: A: **desire to "look at me!"**

¶381: M: the teacher?

¶382: A: the teacher...

¶383: M: so, I'll do a really good report...

¶384: A: so please look at me...

¶385: M: find me!

¶386: A: yeah,

¶387: M: so the report, my effort to make the report is kind of like a flag?

¶388: A: hmmm

¶389: M: there are so many around me, I want to be standing out...

¶390: A: mmm

¶391: M: Oh, I never thought about it that way...ha.

¶392: A: laughs

¶393: M: that's kind of interesting

¶394: A: but this class is small, so teacher is very close...

¶395: M: So I can see everybody

¶396: A: yes

¶397: M: so I don't have a desire to work so hard,

¶398: A: mmm

¶407: A: yes...but...the atmosphere...is okay...the class is bigger and bigger... These people are more and more...

¶408: M: so you could kind of hide in this class, in the big class...

¶409: A: mmm

¶410: M: you can kind of hide and work hard, because you have all this freedom

¶411: A: yes

¶412: M: and then, the "look at me" is very personal?

¶413: A: Yes.

¶414: M: In this, in the small class, it's very public...look at me, everybody sees it...

¶415: A: yes

¶416: M: and if it's public

¶417: A' laughs...

¶418: M: then it's very uncomfortable....

¶419: A: uh-huh...

¶420: M: but in the mall class you are saying, **you can try really hard to be noticed from your effort,**

¶421: A: yes, yes

¶422: M: and it's private...

¶423: A: hmm

¶424: M: except when Michael made the newsletter with the grades...on the top...

¶425: A: laughs and agrees...

¶426: M: how did you feel about that, because your name was on that

¶427: A: laughs out of embarrassment...

¶428: M: right?

¶429: A: yes..

¶430: M: so look at me, look at me...okay!! What did you think about that when I did that?

¶431: A: Embarrassed laugh...I'm very happy...

¶432: M: yeah..

¶433: A: So, it goes...

¶434: M: It worked, right?

¶435: A: yes...

¶436: M: look at me, look at me!

¶437: A: yes!

¶438: M: okay he did!

¶439: A: So, I don't want to put together in the big **(traditional)** class, so in the big class talked with friends, or played, or don't homework, or, but so I don't want to gather, with them. So this class (MALL), my freedom by the deadline, I had make a report for very hard and strong, I can have my name shown like this [newsletter] so...

¶440: M: of course you didn't know I was going to do that...

¶441: A: laughs loudly, I was very surprised!

¶442: M: You wanted it to be private...

¶443: A: yeah!

¶444: M: Private for yourself, not for Michael...kind of checking with the teacher

¶445: A: hmmm

¶446: M: [drawing] here's checking with your peer...checking how well am I doing...the kagami...

¶447: A: mmm

¶448: M: and this like poof! [newsletter] the mirror is too big!

¶449: A: ha yeah!! Laughs....

¶450: (view of the meaning of learning post ALE)

¶451: M: um, your view of learning...what does learning mean here [trad] and learning here...you've finished your second year in the mall?

¶452: A: there are two different kinds of learning, especially this style is [trad] teacher style learning, the meaning of learning is the result of an exam, but this style, mall class, **learning is for myself**. I want to improve my English skills, so study for myself.

¶453: M: personal improvement...

¶454: A: yes. **I keep** the deadline...I keep deadline is **for myself**..

¶455: M: I have to change my schedule to make the deadline, I have to arrange my life...

¶456: A: yes

¶457: M: my control everything

¶458: A: yes

¶459: M: my responsibility..

¶460: A: yes

¶461: M: if I make a mistake, my consequence..

¶462: A: hmm

¶463: M: Otona-poi [adult-like]

¶464: A: yes....laughs...

¶465: M: that feels good...

¶466: A: hmmm

<Internals\\3-Interviews\\Noriko_Interview> - § 3 references coded [2.13% Coverage]

¶353: (teacher help)

¶354: M: I just kind of walked around. Did you want me to be doing more things? Did you wish, Oh I wish Michael would do more explain more, say...

¶355: N: No. I think this style, now style is good...if I have some question, you come

¶356: M: Help you...?

¶357: N: Yes.

¶358: M: And that's okay for you?

¶359: N: Yes.

Reference 3 - 0.95% Coverage

¶468: (Language teacher problem)

¶469: M: Ah, kimura-sensei...but he speaks Japanese...was that a problem, English-Japanese in our class? Sometimes?

¶470: N: Sometimes..

¶471: M: Yeah. I know it was for me...I wish I could speak more Japanese...

¶472: N: Me too (laughs)

<Internals\CGI\Naoko_064_G> - § 1 reference coded [6.73% Coverage]

¶13: Other classes are boring. Because I don't study hard in other classes. Besides in other classes, I don't work actively. I think other classes teach similar things every class.

<Internals\Change Essay\Naoko_064_G> - § 4 references coded [22.50% Coverage]

¶6: However, sometimes I was helped by my teacher and my friends.

¶6: Unfortunately, I had few conversations with my teacher. I wanted to have more conversations, but I think I could give my opinions in my notebook. I think this class was very meaningful for me.

<Internals\Z-MALL Interviews\Naoko_Interview> - § 3 references coded [4.45% Coverage]

¶239:M: So you really worried about the grade...

¶240: (overwhelming presence of grade anxiety)

¶241:N: Yeah

¶242:M: In my class?

¶243:N: Yes.

¶244:M: or in other classes, too?

¶245:N: Other classes, too...but everyone says, Mr. Chole, your class, "is most important class!"

¶246:M: honto?!

¶247:N: Sooo

¶248:M: Who said that? Other classmates?

¶249:N: Everyone! (surprised that she has to explain it)

¶250:M: In the school?! (surprised to hear it)

¶251:N: Yeah!

¶252:M: Uso!

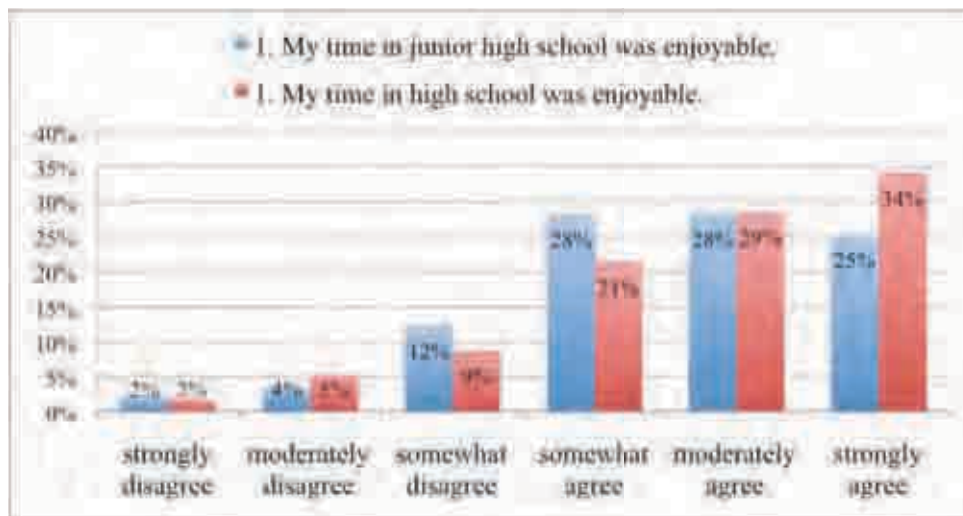
¶253:N: Everyone knows...says...and you already..

¶254:M: (both laughing) I've never heard that! hajimemate!

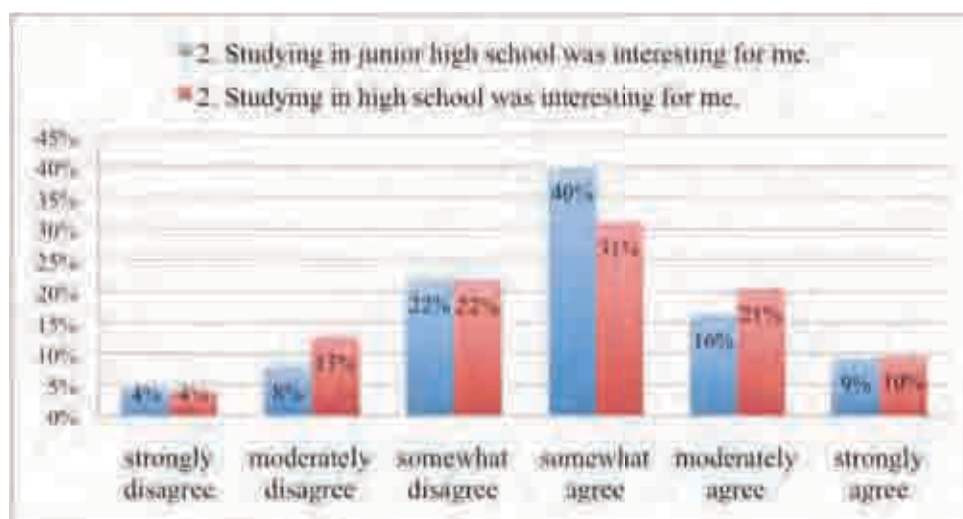
¶255:N: And that you are really so strict...

Appendix 18: Junior high and high school BD data compared

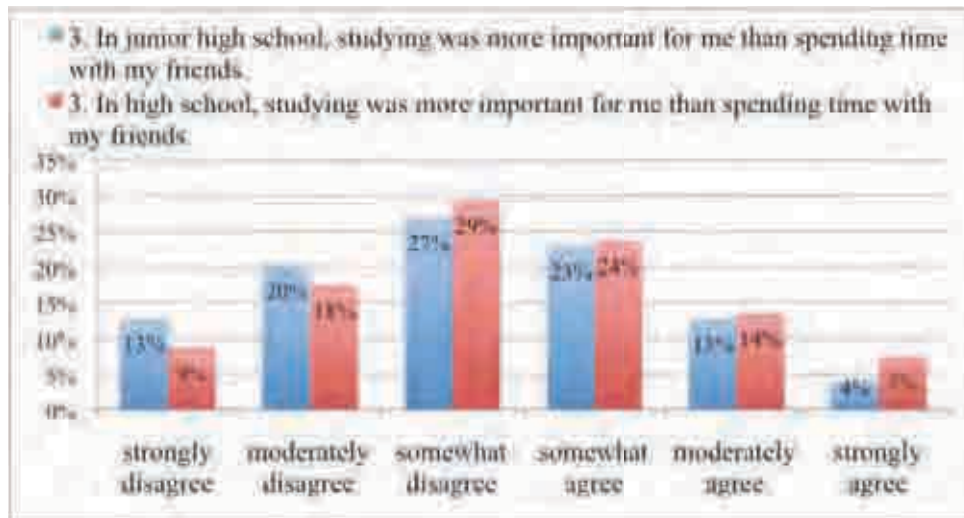
Question 1



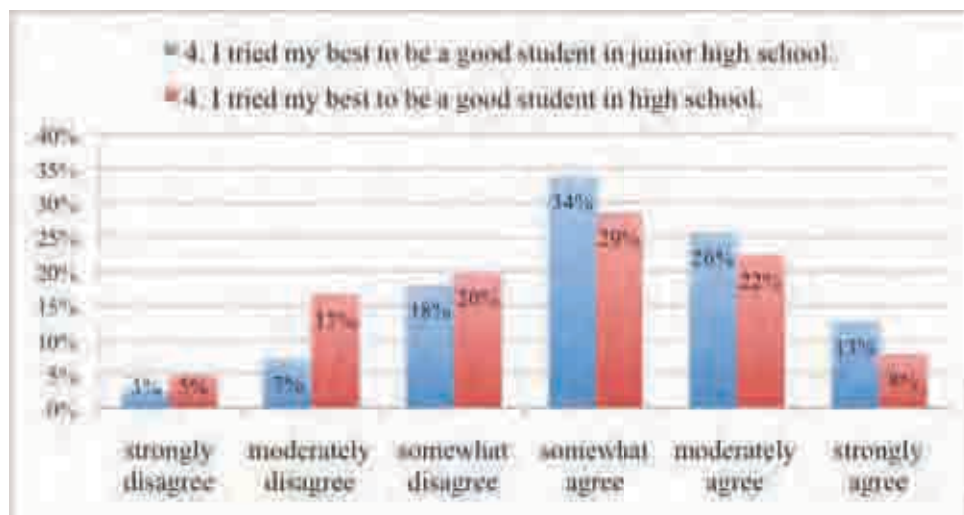
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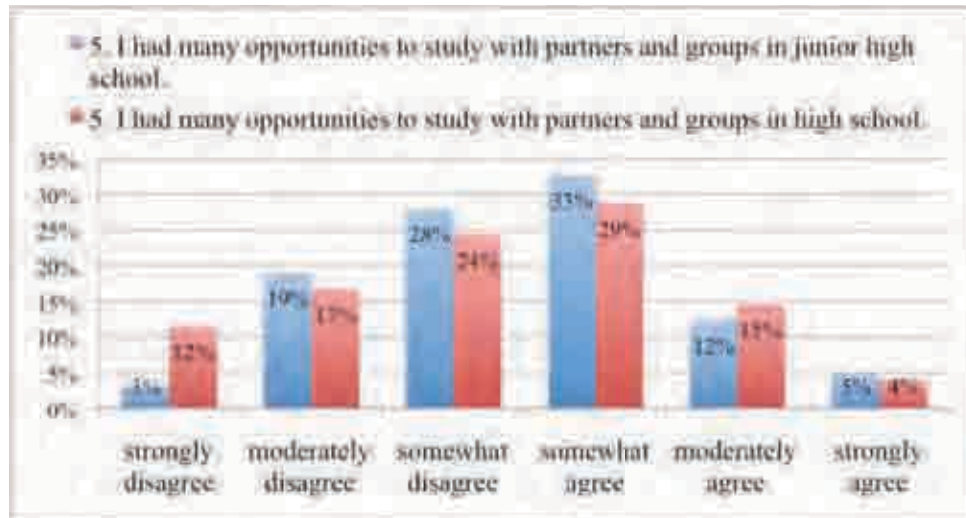
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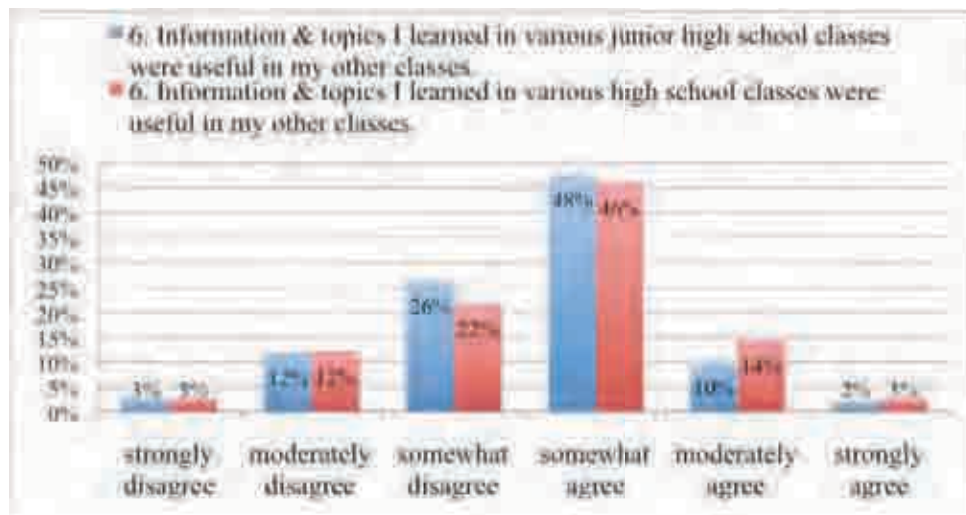
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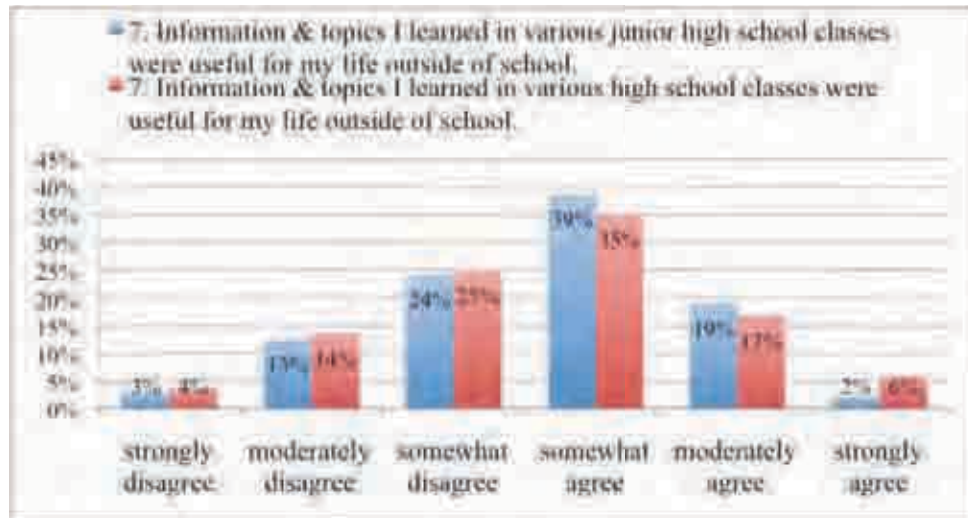
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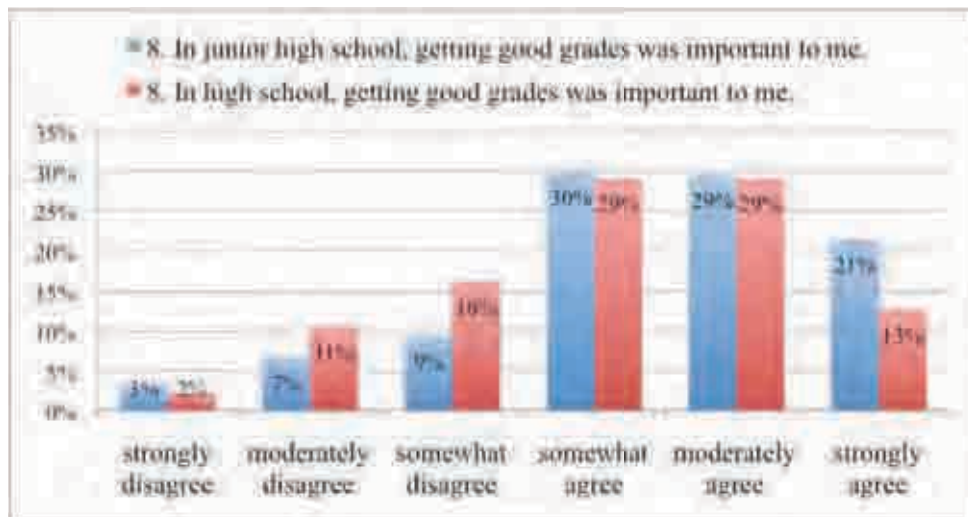
Question 6



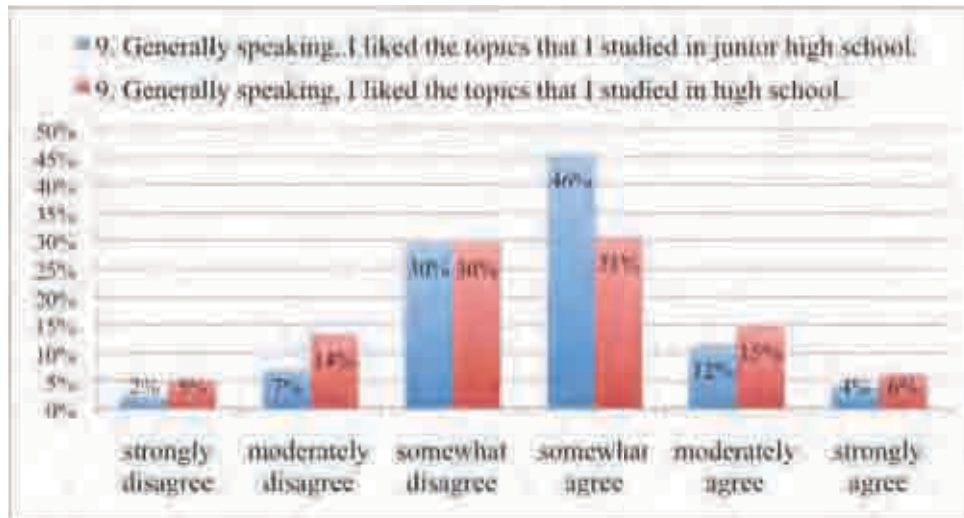
Question 7



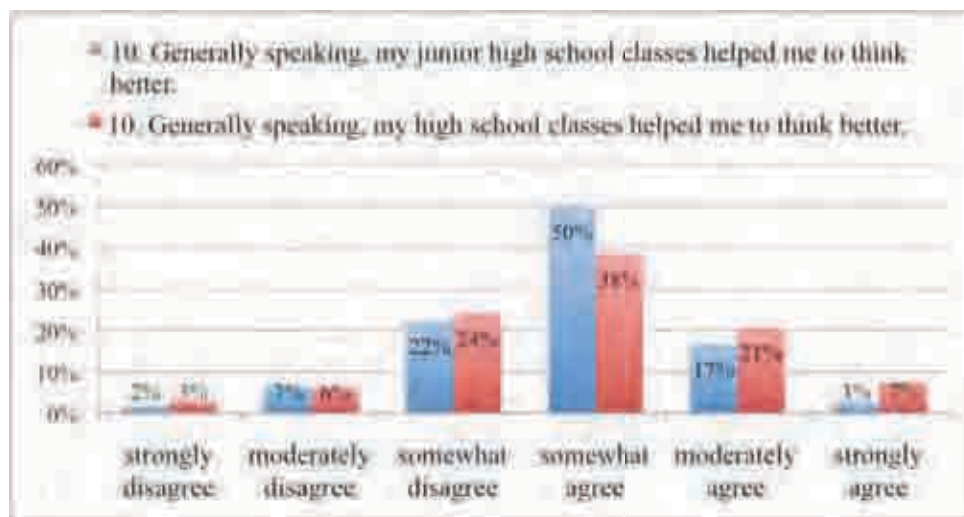
Question 8



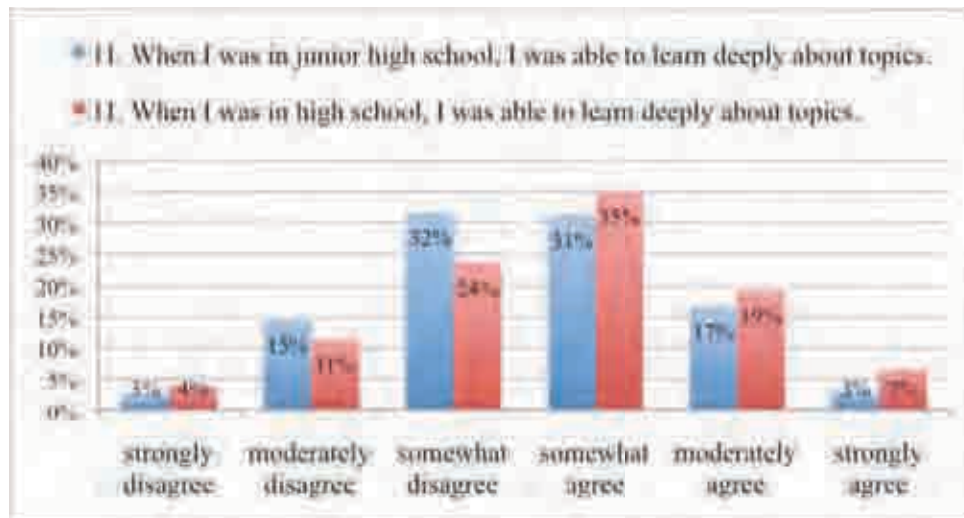
Question 9



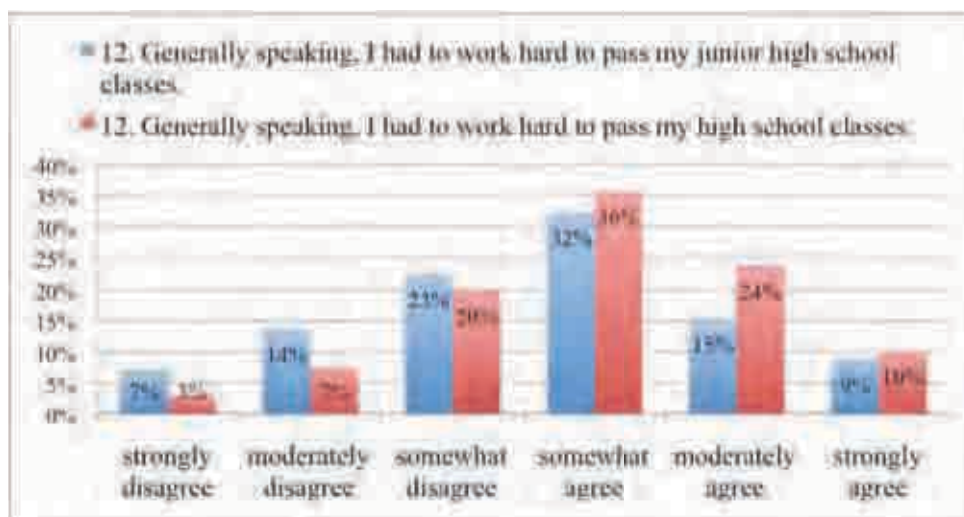
Question 10



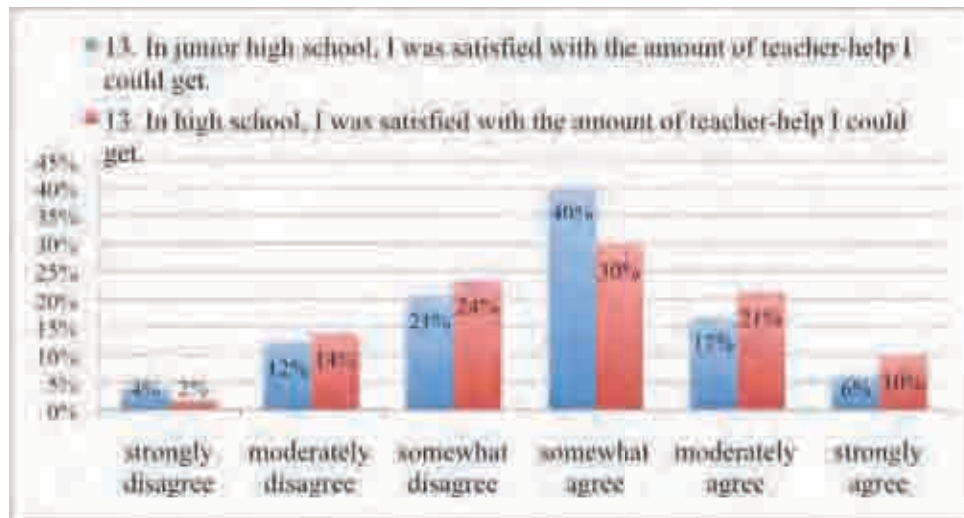
Question 11



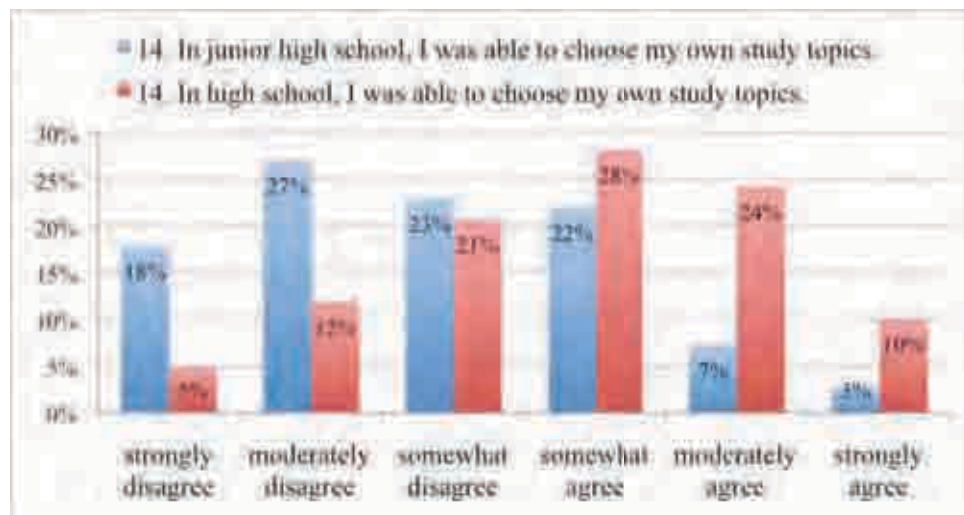
Question 12



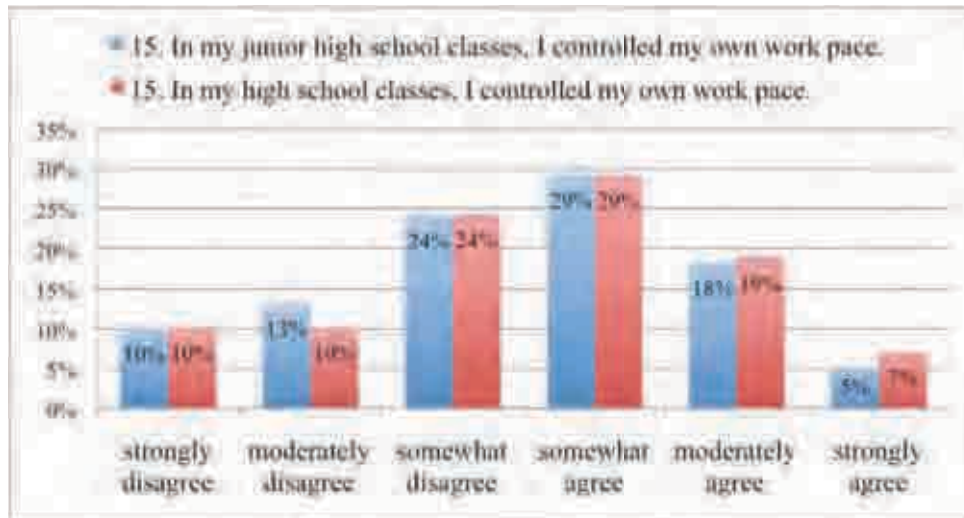
Question 13



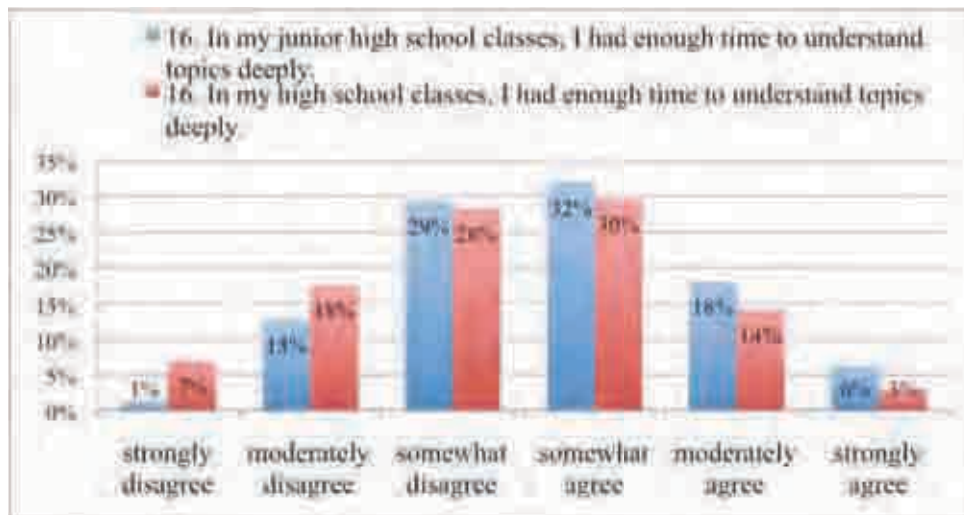
Question 14



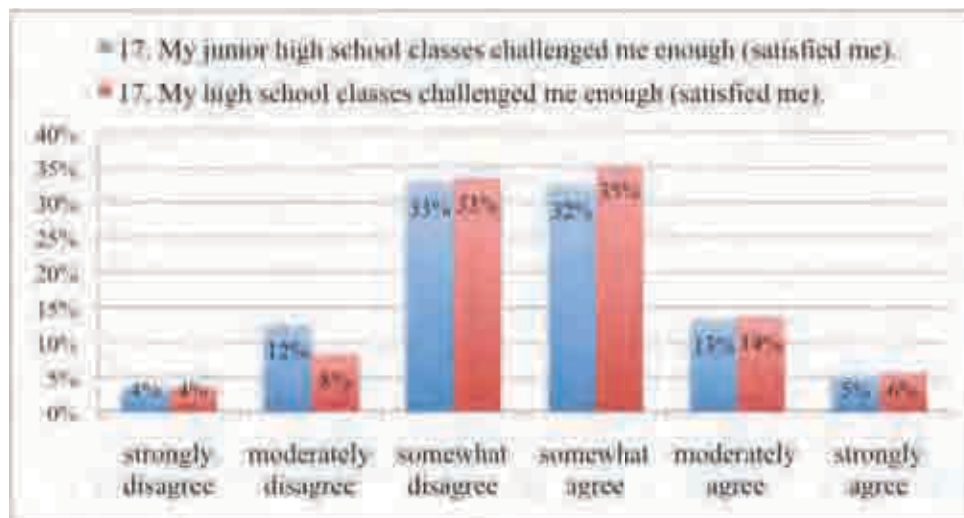
Question 15



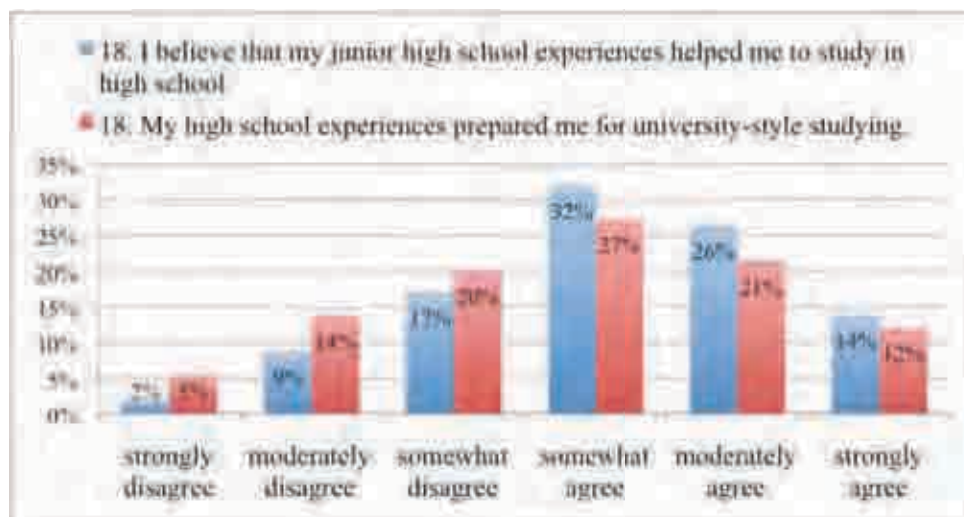
Question 16



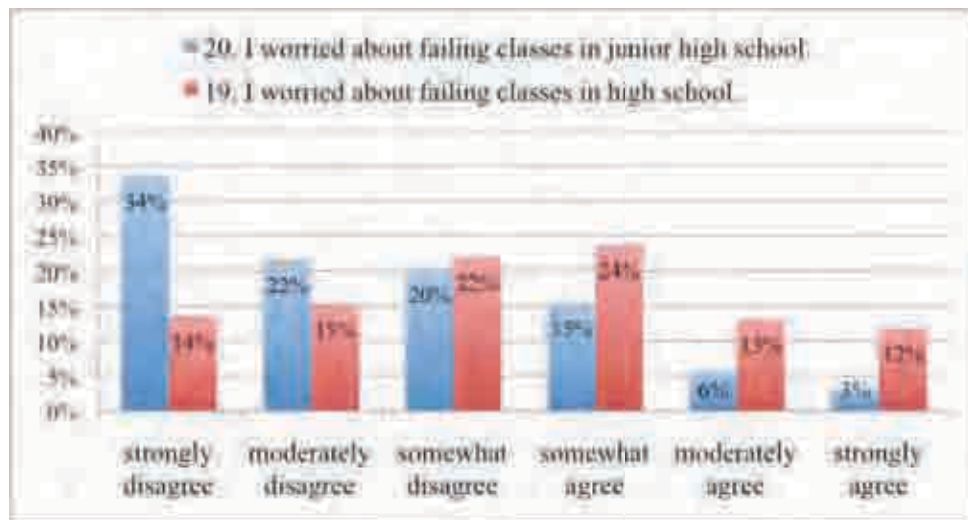
Question 17



Question 18



Question 19/20



Appendix 19: Teacher journal data

9/27/2004 - 6:56:51 PM

This is a beginning document template to help guide my journaling. I don't want to restrict my free-thinking about the various topics that may come up, but I think that I can be somewhat more specific about basics and then allow myself the freedom to range from these (and others) whenever I feel like doing so. So, what kind of questions do I feel that I need to address in the main when journaling about this class?

1. How did I feel going into the class and why?
2. What were the key elements of the class and why (what kind of considerations did I take into account to shape the lesson and or material)?
3. What were my impressions of how these elements fit into the larger structure of the course?
4. What were the students' impressions, reactions, etc., to the activities and material?
5. How did I feel leaving the class and why?
6. Other?

I feel certain that I will adjust this list of questions in the future and remain open to doing so. I actually think that this is kind of a cursory list and that I don't feel confident that I am understanding all of the various depths of considerations that I feel that I need to be dealing with.

One

9/21/04 3:15pm

Student Makeup:

Full classes. EFGH and MNO. Gender evenly split. I was worried that there might be an unequal gender mix. The odd number would make pairing a bit of a problem, and the "off" gender mix, I feel, might raise some of the students' affective levels. The boys are almost always less motivated class achievers in these ESL classes, which the girls are more generally more open or aggressive achievers. Sometimes the girls end up shouldering the higher burden of work-BUT sometimes the guys, being less motivated achievers, "fall" into place, or toe the line, or decide to not let the girls out-do them. Also, the gentleman factor seems to come into play, and the guys often tend to mellow out a bit in front of the more mature acting girls.

At any rate, the gender mix is equal, and I am pleased that the class has such a balance (surface balance?)

Familiarity:

Several of the students were my former 1st-year students.

While I recognized some of their faces, the fact that they were in my previous class did not immediately make any great impression on me. I do, however, want to question them to see if that previous experience left them with questions, skills, desires, complaints, etc.

Procedure:

A few *uso's* (no way) and a scattering of *muri's* (impossible) muttered during the packet handout and project introduction. Kept up a continual stream of positive 'you can do it' and 'think about it as experience for your future' commentary. Have to be honest, I was a little panicky. I felt as though I was pushing against a negative tide with a lot of fluffy positive teacher-cajoling. But once students started to feel free to get up and get next to chosen partners, things started to become kind of fluid and the mood changed...After they settled into choosing their topics, I almost felt un-needed. I walked around and it was almost as if I weren't there. They were so intensely into it. I almost fell off my chair when Taiko asked if it was 'okay' to do her report on the aging society in Japan

Two

9/27/2004 - 7:15:14 PM

So today was the second week of this class, last week being a short week with only one day, Tuesday. Monday is always kind of nice with this schedule because I don't feel that I have as much pressure or tightness to get the class ready (even if I had the prep ready). There is something about having some free time in front of a class (on top of being prepped) that makes my thinking clearer or more relaxed.

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So far, I have one set of girls (Ai Okamoto & Yui Kato) and a set of boys (Takao Ito & Kazuya Ishii) doing journals. I presented the project to them in this manner:

I asked them if they might do me a favor. I made it abundantly clear that if they agreed, that they could change their minds at any time in the future with a simple shrug (no extended explanations necessary). I repeated this again and again as I proceeded to explain the favor.

I explained that I was doing my doctorate research on "workshop style classrooms", the same style as our class. They understood, looked interested and amazed. I told them that I needed to gather data from the students in this class, and that I would use the data (anonymously) to eventually create a thesis/dissertation. More oohs-ahhs. I told them that I respected how they seemed to be working together (and that some of them were my students from last year). I told them that they did really admirable work. I also mentioned again that this class was not directly focusing on "grade" as reward, but was about learning to be independent and responsible to see a goal through to its end. They understood this concept very clearly. I then told them that were they to take on this task that I wanted them to feel free to focus on immersing themselves in the task and not worry about grades. Again, I reiterated the ability to withdraw from the diary and that I would completely understand (that I had several other people doing this and that I expect some people to withdraw...it's anticipated and part of the whole structure of things).

That said, they vigorously agreed to participate in the diary. I again repeated that after the first week, if they felt uncomfortable with it, that they could opt out. I then explained the kind of data I was focusing on (emotions, values, explanations, etc.) and that I wasn't that interested in a daily regurgitation of what I taught them in the class (though part of that info will obviously be included). They wholeheartedly agreed with it all. I really felt better once having established these groups, and want to get at least two more from either this class or the MNOS.

I felt good going into this class because of several reasons. First, I felt that the first class (last week) went well. Having learned from the previous semester's experiences not to overdo the material/information load on the first day AND to deal with the Diary explanation differently, I think the first day went well. Coming from that experience (and feeling that students were coming from a generally positive experience as well) I was kind of looking forward to this class, to building on the basic foundation laid last class. I knew what I wanted to accomplish today and felt that students could handle it. I just needed to deliver it.

Students had a minimal bit of homework to do to prepare for today's class. I handed out the newsletters that I created from the informal partner activity questionnaire results from the first class. I explained my reasons for having a newsletter in class and then I handed back individual questionnaire sheets so that they could 'compare' their results with their partner or friends, or just think about it themselves, which is what most seemed to do.

I gave students an A3 sized sheet of paper for a brainstorm/mind map of their topics. I wanted students to work together to flesh out their ideas. I modeled the activity on the board until I felt comfortable that students understood what to do. It was apparent to me early on that many of these students had never looked at a topic in this manner (digging below the surface). It was hard for them. I went around the room to try to facilitate deeper analysis of the topics. It took a while to get this going but I felt that they got the point and were interested in digging a bit more. I let them go at this for a short while and then stopped them. I asked them to do this for homework (self or with partner or others) and to bring this document to class next class. I wanted this to be a responsibility and community building activity.

I realized that in this class, a lot of the guys decided to work on their own but all the girls pooled their resources. This was interesting to me and I wonder how this will show up in the journals. The guys clearly need to work together on some things, but when it comes to competitive knowledge it seems that they want to challenge themselves?

I left the class feeling pretty good about the way that it went. I was not rushed (but almost), had a balanced activity schedule and had a variety of partner activities intended to foster community building. I feel that it is going to take a bit more time to get the class to gel, to feel comfortable interacting with me. But overall I have a positive feeling about how these kids respond to the material and to me.

Three

9/28/2004 - 8:21:20 PM

Okay, today was the third class session. Several points to discuss. A few students absent today. I found out that Yuma (one of the boys and the guy who was absent yesterday) has been absent because he is studying for a "trade" exam. I gathered that it is a certificate exam and is not related exactly to any class in particular. I addressed absences with the students and kept a very reasonable tone, telling them that I understand such situations and support them. But I would appreciate students treating their classmates (and me) maturely and fairly by contacting us about such absences so that we can make allowances. Students responded very nicely to this tone and approach.

I realized that grammatically speaking most of the kids are mediocre at best, most being at the high-beginner level. I reiterated the kinds of linguistic things we will work on in our reports.

I once again reiterated the idea that this workshop has two main focuses, developing their English and people skills. We have nearly finished getting the reports going and now we will spend a bit of time working on an aspect of writing (references). I asked them to summarize for themselves and their partners the basic issues covered in their first information search and brainstorm as it will be fodder for their introduction paragraph.

I then, working from the packet, explained the course topics, and the report topics (same)....and so they need to continually summarize points that come up in the class. Not sure how well that got to them.

I began by giving a basic explanation of the reference, its role and its location in the paper (graphic, and oral explanation). Then, I got students onto their computers and got everyone onto the same web page and with an MS Word page open and saved as references. As a bridging step/confidence and commonality maker, I taught some simple shortcut keys (bold, italics, save, underline, copy, paste) using the command key +. It was like showing people sliced bread for the first time.

We went through the step by step creation of an internet/web reference. Students followed quite well, though it was tough for some of them. When finished, I asked them to try to develop 2 more web references by the next class session. By the end of the class I was able to tell students that I wasn't going to use the J term sankobunken anymore, that they should be familiar with the term 'reference' from now on in this workshop. Students seemed comfortable with this. I could see that most of them were still not quite clear as to how this

reference completely relates to the rest of the paper, but feel confident that will come (in-text reference, quoting, paraphrasing). It will take time to build this knowledge in this group, but they seem to handle it well. I just need to keep the redundancy coordinated and simple, no straying with terminology...and I must build from simple to complex all the while maintaining an eye for how well students are receiving the inflow of information.

I recieved the first Diaries. While not wildy great, they were about what I expected, short, more skewed to reporting to the teacher "what I learned" than the more introspection that I am looking for. I must be patient and find ways to build this path and technique with the students. I will have to enter these journals into NVivo and also find ways to encourage more responses.

I talked with Du today about some misgivings about this group as data suppliers. Lack of horsepower, etc. We discussed at lunch aspects of what we are calling bootstrapping (and scaffolding), and I wondered if I might get "richer" data from MALL students simply because of the different variables involved. I had a generally good feeling about the class, though am worried about their motivation to report data or complete necessary work.

Will work this weekend to get the journals processed and see what I can glean from them. In the meantime, I have to just be patient and realize that I am building a community, and that I should try to just track that process and see how students are responding to such an environment.

Four

10/1/2004 - 4:16:00 PM

I just finished reading (and entering the contents of my students' Diaries into NVivo).

It appears that, generally, students attempted to respond to the activity sincerely. There were some cases where I felt that the student was simply recording perfunctorily, to put something on the page perhaps to please me or to just satisfy the assignment.

I didn't expect a great deal of depth, but I was kind of expecting them to make attempts to follow the pattern set forth in the guide. I think they hit the marks on the pattern fairly well, but as for depth? Not so great. I expected this, though. I have the feeling that it will take some time for them to get used to me and the class AND for them to get a handle on what this diary is all about. In a sense I think they are poking in the dark a bit...and are probably trying their best and are going to wait for my feedback to make adjustments to their input styles. I hope! At any rate, that is how I have envisioned this diary shaping up.

I could see from their level of English usage that this is hard for them. But I can also see that what they have written so far does hold value for me and indirectly shows what they hold as valuable:

- Greetings: (several of them greeted me and introduced themselves)
- Being honest with me about their feelings and performance in class.
- Giving me feedback on the contents of the classes.
- Mostly I got the feeling that I was getting reportorial assessments about themselves and the class, but they didn't actually say much about me (curious how they walked around that very cleverly). And that belies a value for them, as well.

I would like them to get beyond just content reporting and go more personal into what is happening between them and the others in the class and other class styles.

My worry is that they cannot see the differences between this class and other classes other than to understand it is not a lecture class. Perhaps they don't perceive their interactions in different classes as very different (and maybe they aren't). However, I did see clear comments from other students (at the end of the semester) assessing such 'authentic' points in this style of a class. Maybe they have to live through some of these attributes before they can actually appreciate that they are there and that they are useful (kind of like not knowing about Japanese-ness until you go abroad).

Five

10/6/2004 - 10:18:02 PM

Spent Friday afternoon at Nanzan putting together a goals-techniques-influences rubric for the students (that they brainstormed partially in class and partially at home---with okay class time effort. Handed out the rubrics and explained briefly what I did and how the students could use the material. I got the impression that most of the students have still not connected with the idea that the class material will/can form the basis for the content of their reports. I think they think the content will be mostly researched material from the net. Have to work on clarifying these ideas.

I was amazed at how little students just couldn't even imagine some of the concepts in class (let alone deal with them in English). I mean, it was almost amazing how much they just couldn't even make guesses in Japanese with each other. Lots of head scratching.

I think they need to have a great deal of time to work together and formulate their answers and understanding...and I think they are really beginning to see the value in their partner. But I still wonder if it isn't just simply a lack of creative imagination or a dulled one.

For the last activity, I showed them how to download target information to their own desktops and the print with their partners. They did this activity fairly well, and I think they felt more comfortable controlling their pace.

Six

10/5

Spent the morning making a web page of students pics. It was nice to see that some of the people signed off their emails in a kind, casual way. It showed me that they were trying to be personal. I liked it (and will put it in the newsletter somehow).

We spent the first part of the class looking at various section aspects of their reports (on the main screen). It was nice to see them start grooving with this 'global activity', and by the end they were clearly much more comfortable, which showed me that they were actually getting the handle on these concepts, and I could see that they got a sense of pride or enjoyment from this. I'd like to ask them about this. In a newsletter??

Brought in some newspaper and magazines and tried to sensitize them to the importance of color in their reports. Showed them a BW Rolex ad and explained its basic meaning. Then I showed them the color ad and they could really see how much of an impact the color had on the feeling and meaning. Good hit. I talked now about some of the colors and some of the effects from them.

This was one of the first classes where I began tying previous words and concepts with today's concepts, a kind of building, recursion, structure of presentation. The students were aware of it (but I wish I could get them to focus on it...newsletter?)

Next Monday is a holiday! I had a fairly good feeling about this class...I think mostly because I feel that I've accepted that these kids will probably never really be able to perform to any great depth (my expectations are/were too high). They will make their progresses at their pace, and I have to work toward servicing that pace and ability. They are good kids putting in an average mediocre effort and causing no troubles with attitude. And, they seem to be warming up to me and the class style and content, which is nice. Might re-spin the diary entry model and put in what I've learned from this class so far...I think I need to be more specific on "talking about your feelings" How do you feel about things...and WHY.

Seven

10/7

MALL classes this afternoon. I have been worrying about the 'depth' of the student commentary or commitment to their diary entries. They aren't 'bad' kids, it's just that they don't have what Duane and I call the 'horsepower' necessary to fulfill this task (diary) to the level that I think I can find acceptable. No doubt the students are able to report on some what they value in the classroom experiences, but so far I can almost nothing but concrete reporting (I did this today. I learned about this today), without much in the way of expressing their feelings or preferences about these noted items. In other words, I am getting a book report about what happened in the class for this student, without any reflection on the value of these things. I "can" read between some of the lines (ex. how many students mentioned this activity made them happy) but I can't ever really get to the whys, and that is fundamentally important for me. I thought the interviews would be able to show me a different side of this, but I'm now inclined to believe that the students would not be able to give much in this area either (in English!) without overt prompting, which I think would skew the data.

I think the MALL classes are more becoming more tuned to the atmosphere that I'm looking at (classroom as workshop). The students in these classes are participating in this style and are dealing with all of the debilitating unknowns through "experience". A few of them have already had a evaluation experience in two ways: Last year's final exam was a feedback questionnaire on the makeup of the class; and two, student reports were evaluated according to a comprehensive evaluation rubric and handed back this semester. They "know" from past experience what this kind of a class offers and demands and can better understand how to get the most out of it and be more tuned into commenting on it.

Eight

10/15

Just finished inputting the diary results from the MALL kids. I managed yesterday to get 2 more girls. They seemed 'very' interested to be a part of this diary exercise. It was refreshing to see.

The different way that I presented to Diary to these MALL kids seems to have had a productive or positive effect on how the kids responded to the task. It might be that these kids have more horsepower, and I would be naive to think that wasn't a part of it, but I do think that how it was presented to them made a difference in how they produced their entries. I would like to build from these entries (perhaps cobble together a model from them) for the next semester or next class that I take data from. There is definitely a better way to present and maintain these diaries to the students.

These MALL kids seem to be more in tune with the 'benefits' or differences inherent in this style of class. And that is to be expected, I suppose. A few of them have had a semester of similar kinds of activities, and have produced something of value (grade, experience, etc.) from it. They have a lived experience from which to bounce ideas off of. I think in many ways this will improve the data content and depth as the kids will be more naturally speaking from experiences that have begun to become second hand (or at the very least accepted as useful and productive) for them. I am hoping to expand my diary dyads in the second half of this semester, and at that time I hope to have a more refined model from which students can launch into their diary keeping.

I started to get pair and teacher evaluation comments from the MALL kids today. I immediately began to wonder if I should respond to them (and risk skewing their concepts) or if I should begin marking passages for later interview questions (AND, do I wait until then to ask the questions...possibly running the risk of students not being able to recognize what they wrote...a real possibility!) or should I make comments in their diaries asking them to further comment on items (as a means of bolstering their awareness of them and memory of them).

Nine

10/18/2004 - 6:26:16 PM

Monday. I reviewed internet references a bit, which most seem to have a fairly decent handle on (and when they didn't, they referred to documents from that class' activity). With a minimum of help they were able to do 90% of the reference without help. Nice. I felt good about that. Weak points were italicizing and making the hanging indent. Not bad, for only having in done this a couple of times in the somewhat distant past. Masatoshi showed up late, right when the girls were at work. He had been absent for a couple of days when the class went over this activity for the first time, so, of course, he had no idea what we were doing or talking about.

I explained again that we need to use internet, periodical, book references.

I could see that they had to visual base to work from, and so I showed them the reference graphic in the packet, and told them that we were going to create a simple example of one of these. I knew from experience that they would most likely formulate a picture as they struggled through the activity, and that once they started to bring real textual material into a document and cite it and then create a reference for it, that they would start getting an overall picture and meaning behind what they were doing. Kind of a blind poke approach, see their creation, reflect on it in relation to a model, and then take another stab at it. Crude approach, but workable in the long run because of the struggle factor. Were this to have happened in Japanese, maybe it would have gone smoother? I don't know. My class is in English, for an English report. It's what the class is.

I had students create a reference for their book. Then, I had students copy a paragraph from the book. Then, I had students refer to the print/website that contained models of introduction sentences for quoted material, and step-by-step had the students piece these three items together, explaining the two different introduction styles as we went.

Students worked through it fairly well. For homework, I had them create a Japanese reference (for their realia), and choose a paragraph to analyze for meaning, for tomorrow we will work on paraphrasing/translating a piece and creating a citation for it in-text and end reference.

Ten

10/25

Going through diary entries has allowed me to see a trend in student reporting that I thought might crop up, that I wondered how I might deal with: The trend is that students (in assigning a value quotient to the categories) are judging the daily goings on in terms of how well they stacked up against some kind of ideal image of how they are supposed to be--on the scale. So, instead of getting a consistency among various individuals, I am getting very unique and individualized readings that might very well not have much in common with each other. They are valuing things according to their own personalized views instead of valuing things according to Michael's paradigm. And looking back at it, how could it be anything different? Of course they would do it this way. In a sense, this is the weak point of guided diaries as they are put together in the way that I am using them.

That doesn't mean that the data cannot produce usable information, but that it will be much harder to coax that information out, and it will probably be more tainted by my subjectivity during the coding. Hmmmm. In a sense, the Likert scale questionnaires would be more productive, I think.

So far, I have found very little student reportage that smacks of values (there is some, but it is fairly vanilla). I think that the journal data will seem more useful to me after the questionnaires and interviews (comparatively so)...even though I originally thought the diaries would provide start off points for those data activities. Well, in a sense they are providing that start off point, it just happens to be a larger step than I'd anticipated.

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That said, today's class was actually pretty good. I feel that (through absences and non-existent follow-up from students on homework/absences, etc.) a couple of the students are kind of just floating along in this class on such a casual level of interaction that it is irritating. I explained to them that this kind of attitude and effort simply won't allow them to develop a decent report. I explained that it was childish and disrespectful to their partners. One boy in particular admitted that it was childish behavior, unbecoming of a college student. I know that it was kind of humiliating (and so this was all done in a small group setting), but he has been my student before and knows my expectations about tending to them in an adult manner (if late or absent please contact the teacher and get the missed work). So, I didn't feel too badly when if he felt a little scorched.

But I'd rather not have to have done that at all. If only they could do the work. They just short-cut everything and hope it passes muster. Well, it didn't today.

Du and I spoke about this (what might be causing it) today. These kids simply cannot juggle too many cognitive balls....and when they find themselves doing just that, they resort to survival strategies (cutting corners, sliding on homework, playing dumb). Unless the course in which they are in is "Englishing" (meaning English learning as English content, and English content as English learning), they seem to go back into being locked into old study habits: 90 minute decontextualized chunks, chewed and spat out to the tune of an assessment. Du and I realized that it is probably unavoidable, in lower level kids trying to put on "content" pants, that the 1st half of a course need be structured in 'bites' that they can apply their expectations and values to...as they slowly pick up chunked skills and information. Only after this (second half) can the teacher work into more "free" cognition activities. The problem with this situation is that the kids tend to dump what has been assessed in the decontextualized courses (which the teacher sees as scaffolded info/skills) once it has been evaluated and waits to get the next bite. When the next bite comes in the shape of a student-centered activity, they are ill-equipped to handle it. Question: are they better equipped than they were before the first semester, or in pretty much the same place?

This has implications for any content courses that non-bilingual teachers teach to lower level kids here in our school.

This will also impact on my studies. It takes time and reflection for students to begin to realize the efficacy of authentic learning environments. Class atmosphere (bootstrapping phenom?)